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# EVALUATION OF AMIDEAST HUMAN RESOURCES DEVELOPMENT III PROJECT IN THE WEST BANK AND GAZA

***Submitted to:***

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Tel Aviv

Consulate General  
A.I.D. Affairs  
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***Submitted by:***

**MANAGEMENT SYSTEMS INTERNATIONAL**

600 Water Street S.W., NBU 7-7  
Washington, D.C. 20024



telephone: (202) 484-7170  
telex: 4990821MANSY fax: (202) 488-0754

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## **EXECUTIVE SUMMARY**

### **Introduction**

This report constitutes the final evaluation of A.I.D.'s Grant to AMIDEAST for the Human Resources Development (III) Project in Gaza and the West Bank. The evaluation was carried out between February 22 and April 1, 1993 by a four person team contracted under the Evaluation IQC held by Management Systems International.

As stated in the Grant agreement, the primary purpose of AMIDEAST's program has been to strengthen the capacities -- technical, managerial and fiscal -- of private sector and non-governmental public institutions that offer educational, health, commercial, municipal and social services. The Team observed that institutional strengthening ranged from very high within some organizations to modest or even negligible in others. For example, teaching faculties and administrative offices in education and health showed appreciable improvement, whereas private businesses showed more modest achievements, and NGOs and municipalities very little. (Although there were some notable successes in the latter category: the Arab Society for the Handicapped; and, Bethlehem Municipality/University cooperation on computer training.)

### **Summary of Grant Activities**

The following sections summarize the overall findings and recommendations of the Team in each of the programmatic components operating under the Grant, as described in the Grant's Logical Framework. (The Framework appears in complete, narrative fashion in Appendix G.)

#### **University Faculty Development**

After extended closures, all universities had reopened by June 1992. In the aftermath of the Gulf War, the financial viability of many universities had been noticeably weakened.

Project records show that an estimated 65% percent of holders of MS and PhD degrees and 100% of the faculty at the Arab College of Medical Professions have been trained by AMIDEAST. In an effort to link universities with community needs, AMIDEAST supported the Continuing Education Department at Birzeit University. AMIDEAST also supported 29 faculty with grants for applied research.

AMIDEAST's Faculty Development program shows tangible, long-lasting results. Institutional development of the universities still poses challenges, especially since the universities have to play "catch up" after the lengthy closures; nevertheless, the universities still represent some of the best partnering opportunities for AMIDEAST to draw upon in addressing training needs for business, the community, health, and continuing education.

As part of its Faculty Development Program, AMIDEAST funded a number of research grants and studies carried out by academics. (See Appendix J for a list.) These ranged from studies in agriculture, linguistics, and architecture to public health, appropriate technology, and Islamic culture. AMIDEAST's purpose in supporting such research has been to encourage ongoing professional development of faculty and to assist them in making contributions to Palestinian society.

Whereas most of the topics pursued might make valuable intellectual contributions, it is not always evident that these studies have practical application, which the Team feels needs to be an important criteria in prioritizing and selecting topics for funding. AMIDEAST should consider narrowing its support to those research topics that relate more closely to the problems which AMIDEAST's program is trying to address. Also, as a step towards institutionalizing support for applied research, AMIDEAST should try to partner with a local group, such as the Arab Thought Forum.

### Health Manpower Development

Training participants and their supervisors both reported favorable impacts, at the individual as well as institutional levels, resulting from AMIDEAST training. A solid nucleus of medical reference materials has been established, and several institutions have recognized and are acting on the need to assign full-time librarians to maintain these facilities. Interviews and site visits confirm that training contributed to provision of better quality health service. Although one of the stated objectives was to improve the bed/clinic and patient/staff ratios, it is the Team's opinion that this could not have been affected by a project of this scale.

The Team's findings demonstrated an impressive transfer of critical skills in the nursing profession, in emergency medical technology, critical life support systems, laboratory technology, nursing education/training baseline study, continuing education for nurses, and health/medical information resources.

### Institutional Development

One of the biggest problems facing the Team during the evaluation was the lack of comparative data necessary to adequately assess the Grant's impact on institutional development. AMIDEAST does not maintain indicators to track institutional development in its data base, nor has it collected baseline data to measure change in these areas. AMIDEAST counts and classifies the number and type of participants, but does not track or report on changes in the target variables described in the LogFrame.

From data collected in interviews and field visits, the evaluators can cite numerous examples of positive change. (Details appear in the main body of the evaluation.) Whereas the evidence is encouraging, it is largely anecdotal, and needs to be supplemented by a more systematic approach to collecting the necessary information.

Because of the importance of assessing the potential for long-term sustainability, this level of indicators should be tracked whether or not "institutional development" remains an explicit component of future grants.

### Professional Development

Similar to the problem with Institutional Development, AMIDEAST does not track indicators for Professional Development, and has not established a baseline against which to measure change. AMIDEAST counts and classifies the number and type of participants, but does not track or report on changes in the target variables described in the LogFrame's Objectively Verifiable Indicators (OVIs).

However, the Team did find numerous examples of enhanced professional skills among university faculty and staff, health professionals, and others. In those cases where AMIDEAST held training locally for homogeneous groups of participants, especially for paramedical personnel and nursing staffs, skills acquisition seemed to be the highest and most cost effective.

Professional development, like institutional development, is a major indicator of project success; AMIDEAST needs to give priority to establishing an effective means of tracking performance at these levels.

### Small Business Development

AMIDEAST has successfully worked at enhancing the ability of several key institutions to deliver training and technical assistance to the small business community. Such institutions included: The Union of Industrialists (Gaza); the National Foundation for Investment and Development; the Rosary Sisters; Ma'an Development Group; and, Notre Dame Center/Bethlehem University School for Hotel Management. These groups in fact delivered 85% of the local training under this component.

The Team concluded, however, that training for the business community needs to be more focused, and needs to be prioritized based on the employment effects in productive sectors. AMIDEAST recognizes this, and is instituting measures to improve its planning and delivery of training in this sector. AMIDEAST has also begun to establish the necessary monitoring system to track performance indicators for small business training as well.

### Business University Linkage

Except in one case -- the Business Development Center at Bethlehem University -- attempts to forge stronger linkages between universities and the business community were unfruitful. Neither universities nor businesses showed much enthusiasm for this component, and it proved to be much more labor intensive for AMIDEAST staff than originally anticipated. Finally, the extended closure of the universities adversely impacted upon AMIDEAST's ability to implement the component with much hope of success.

As a result, AMIDEAST redesigned this activity to support new continuing education centers, such as the one at Birzeit University, that will offer training opportunities to members of the community in business, as well as other areas. This new focus holds promise, and should be expanded in future.

#### English as a Second Language (ESL)

AMIDEAST encountered some difficulties in implementing this component of the Grant. Due to the necessity for staff evacuations during the Gulf War, implementation of the ESL program was disrupted, and it was not until the fall of 1992 that the program was fully staffed. Efforts to promote institutional development were also frustrated by difficulties AMIDEAST encountered working with local partners, including British Council, Gaza Islamic University, Hebron University Graduate Union, and Al-Najah University.

AMIDEAST's ESL program fills a need which no other donors or institutions are meeting satisfactorily. By starting regional programs for the north, south, center, and Gaza, AMIDEAST is helping to serve the most remote areas. In-house systems are now in place to track participants' language proficiency over time. AMIDEAST's records, for example, currently show that three West Bank ESL participants improved their language proficiency to where they became eligible to attend short-term training in the U.S.

AMIDEAST should keep scanning the capabilities of local institutions to identify appropriate "partner" institutions which AMIDEAST can assist to provide ESL; along with that, AMIDEAST should articulate a development strategy with benchmarks and milestones showing how it plans to transfer the capability to deliver ESL to those institutions.

#### Basic Education

This has been an innovative effort under the direction of AMIDEAST, and shows good signs of success based on results during the initial phases. Distance learning materials have been produced. Student, teacher and parent feedback has been supportive and encouraging. (As this component is in the start-up phase, test scores are not available.)

Assistance to the primary and secondary education institutions has been effectively delivered. AMIDEAST staff are well-equipped and highly qualified to support this activity. The long-term benefits are significant, and the program should be continued. Authorities have not interfered with the new basic education program that is being implemented in private schools. Under Palestinian autonomy, this program could be expanded to include public schools, which at present are controlled by the occupying forces, which have little interest in improving the teaching given to primary and secondary school age students.

## **General Project Management Issues**

The Evaluators found that the demands for implementing the multiple components of the project (health, education, small business development, etc.) tended to distract attention from the principle purpose of strengthening institutional capacity. This is apparent in the fact that the project lacked a system for tracking indicators for institutional development. Instead, AMIDEAST staff assumed, and have argued, that individual skills training and professional development yields better equipped institutions. The Team understands this argument, and indeed it does make common sense. However, AMIDEAST does have a responsibility to demonstrate results that go beyond having delivered a series of training courses and programs. The personnel the Team met with understood this, yet they had to rely on mostly intuitive and anecdotal evidence in the absence of a formal tracking system. For example, by applying subjective assessment criteria posed by the Team, AMIDEAST personnel were able to classify impacts on target institutions within a range of high-medium-low.

In setting up an MIS for tracking and reporting on institutional strengthening, AMIDEAST should take an operational approach in developing the indicators. For example: what strategy is it to pursue in developing institutional capacity, and what are the benchmarks; what specific functions -- administrative, technical or otherwise -- of individual target institutions need to be addressed, and how will results be demonstrated; and, at what level within the institution (i.e., within specific sub-units or organization-wide) will AMIDEAST be seeking impact?

Training is recommended for project staff to enhance their skills in project management and monitoring in order to comply with more stringent accountability requirements.

## **I. SCOPE AND PURPOSE OF THE EVALUATION**

### **A. Overview of the AMIDEAST Human Resources Development Project**

AMIDEAST initiated the West Bank/Gaza Human Resource Development Project (HRD I) in 1977, focusing primarily on developing staff in private, post-secondary educational institutions. To address the severe shortage of skilled manpower in the Territories, AMIDEAST provided scholarships for faculty development, local scholarships for needy undergraduates and short-term training in the U.S. HRD I concluded in 1982.

With the emergence of new institutions in Hebron and Gaza and the expansion of universities in Nablus, Birzeit, Bethlehem and the Arab College of Medical Professions in the early 1980s, AMIDEAST intensified faculty development efforts under HRD II. Like its predecessor, HRD II consisted of three components: faculty development, undergraduate scholarships, and short-term technical training. When HRD II concluded in 1987, the cumulative effect of AMIDEAST's faculty development effort was readily apparent and widely respected.

The third USAID grant, which began in October 1987 and is the subject of this evaluation, reflects a gradual shift away from advanced degree training for university faculty toward broader support for a range of local institutions involved in social and economic change. The purpose of the current Grant (HRD III) is:

"To strengthen the technical, managerial and fiscal capacities of private sector and non-governmental public institutions offering educational, health, commercial, municipal and social services."

The main components of HRD III are Professional Development, Institutional Development, Faculty Development, English as a Second Language (ESL), Business/University Linkage, Basic Education, Business Development, and Health Manpower Development. The health component was added to the Grant in 1989, and the basic education and ESL components were added in 1990. In addition to universities, training activities under HRD III have targeted NGOs, municipalities, hospitals, chambers of commerce, and professional associations.

As can be seen from Table 1, the level of training undertaken by AMIDEAST during HRD III has increased substantially over that done under HRDs I and II. This table also shows that the primary participants for training shifted from academics to professionals and other groups participating in local training.

**Table 1: Profile of Trainees (1978 - 1992)**

<b>Target Group</b>	<b>HRD I</b>	<b>HRD II</b>	<b>HRD III</b>
Academics	85	226	51
Professionals	47	113	435
Local Training	0	89	2,250
Total	132	428	2,736

Activities funded under the grant include limited U.S. graduate training; short-term training in the U. S., Egypt, and Jordan; local training; applied research grants; technical assistance; and funding for professionals to participate in conferences.

The Project field office is based in East Jerusalem where AMIDEAST maintains headquarters for its West Bank/Gaza country programs. Training activities are also coordinated through satellite offices in: Gaza City; Amman, Jordan; Cairo, Egypt; and, AMIDEAST headquarters in Washington, DC. AMIDEAST staff in Amman and Cairo provide support to the HRD Project chiefly on an as-needed basis.

The field office is headed by a Country Director who is responsible for the full range of AMIDEAST programs in the area, and who also serves as Director of the HRD Project. The Director reports directly to AMIDEAST's Vice-President for Education and Training Programs based in Washington, DC.

The number and location of AMIDEAST staff working on HRD is summarized in Table 2. Each is not, however, assigned full-time to the project. AMIDEAST reports that there are approximately 24 full-time equivalents, not including two full-time ESL teachers based in Gaza, and working as consultants.

**Table 2: HRD Project Staffing**

Location	Number of Staff
Jerusalem	16 (with one vacant position)
Gaza City	8 (two are consultants)
Cairo, Egypt	7
Amman, Jordan	5
Washington, D.C.	5 (vice president and four support staff)
Total Staff	41
Total FTEs	23.9

**B. Evaluation Tasks and Methodology**

**Team Composition**

The evaluation was carried out between February 22 and April 1, 1993 by a team provided through Management Systems International (MSI) under Evaluation IQC No. AEP-0085-I-00-3001-00. The Team was comprised of two U.S.-based consultants -- Richard Marrash (Chief of Party) and Philip Davies -- and two Palestinians -- Diane Abraham and Maha Shamas. The team was supported by two locally-hired enumerators who assisted with interviews and data collation.

The Team did encounter some unforeseen constraints in carrying out their field work. The evaluation was conducted at a time of growing violence and tension in the Territories. In March, more than 27 Palestinians and five Israelis died in Intifada-related incidents. During the period of the evaluation, Gaza staff were unable to travel to Jerusalem for consultation. Jerusalem-based Team members, however, were able to visit Gaza, and each spent one day visiting sites and conducting interviews, chiefly in Gaza City.

Because access to Gaza posed special problems, a resident of Gaza was hired as an enumerator to interview the Gaza sample (17) of training participants. Even he was unable to reach Rafah and Khan Yunis because of unrest in those areas. The evaluation schedule also was interrupted by three strike days which many institutions observed throughout the Occupied Territories.

In several cases where site visits were not possible for security reasons, interviews with key informants were held in the AMIDEAST office. One set of interviews in Hebron was cancelled due to an army curfew. Also, the field portion of the Team's work coincided with the holy month of Ramadan, concluding one day after the community began celebrations to mark the end of their month of fasting.

## **Objectives of the Evaluation**

The full Scope of Work for this evaluation appears in Appendix A. Briefly stated, the Team's tasks were:

1. To evaluate AMIDEAST's success in accomplishing its planned objectives;
2. To assess the results achieved, the relevance and appropriateness of training provided, and, to the extent possible, the project's impact, including economic, social and institutional strengthening impacts; and
3. To document lessons learned to be applied in the implementation of any new cooperative agreement.

The work was carried out in Washington, Jerusalem, the Occupied Territories and Tel Aviv.

## **Data Collection**

Data was collected using a combination of methods:

- Site visits and meetings with staff from 35 key institutions, including universities, hospitals, charitable societies, municipalities, professional associations and local businesses. (See Appendix B.)
- Structured interviews with 50 persons who participated in training activities in each of the grant's components. (The West Bank enumerator took responsibility for consolidating her results with those of the Gaza enumerator, after which she produced a draft report based on their joint efforts.)
- Discussions with AMIDEAST staff in both Gaza and the West Bank who have responsibility for planning and carrying out training activities.
- Meeting and orientation with the AMIDEAST Vice President for Education and Training and the West Bank/Gaza support staff in AMIDEAST's Washington, D.C. office.
- Review of project files, progress reports, proposals, and supporting documentation.

Institutional and trainee questionnaires were developed to obtain responses to questions concerning: how training needs were assessed; how training interventions were carried out; what needed skills were acquired; how new skills were utilized; and, ultimately, what changes were observed in the institution as a result of the training. The questionnaires appear in Appendices D and E.

Criteria for selecting institutions to visit included: number and type of persons trained by AMIDEAST, the Team's assessment of an institution's relevance to AMIDEAST program strategy, and the length of AMIDEAST's association with the local group. In several cases, AMIDEAST recommended that the evaluators meet with local groups with whom they have just recently developed a productive working relationship, e.g. Union of Industrialists in Gaza or the National Foundation for Investment and Development (NAFID). The team ensured that at least one institution in each category of AMIDEAST's program was visited in Gaza (Health, Business, Education, and NGOs/Municipalities).

The selection of 50 training participants to be interviewed by the enumerators was done using a stratified random sample drawn from AMIDEAST's lists of locally trained, short-term and U.S.-trained participants. The pool of training participants was nearly 3,000. The sample controlled for gender (male-female ratio 3:1), location (West Bank-Gaza ratio 3:1), and project components (weighted by size of budget and number of trainees). These ratios reflect the actual breakdown of participants in these categories and so are indicative of AMIDEAST's emphasis.

Toward the end of the data analysis phase, the Team conducted an exercise with AMIDEAST staff asking them to collect, classify, and rate their efforts, and to offer some informed judgements about their impact on the development problem before them, in particular, how AMIDEAST training strengthened institutions in the Occupied Territories. Staff were also asked to rate selected training programs/events according to degree of positive change (i.e. transfer of new behavior or competence) in the participants' knowledge, attitudes and practices. This permitted them to analyze the factors which contributed to a program's success and the obstacles which hampered achievement.

The results of this exercise helped evaluators better understand how staff approached their tasks, the kind of constraints they encountered, and the successes and failures they were aware of. The evaluators have incorporated those valuable insights into this report.

### **C. Critical Factors Characterizing the Project's Environment**

The destabilizing effects of Israeli occupation and the Intifada on the society and economy of the West Bank and Gaza have continued with little abatement. The hint of possible relaxation of Israeli attitudes toward the Palestinians and the limited optimism shown by some Palestinians during the early round of peace talks in Madrid in October 1991 have disappeared while disappointment, frustration, cynicism, and anger have returned in force. During the period of the HRD III Grant (1987 - present), the Intifada and the Gulf War placed a great amount of stress on the economies of West Bank and Gaza, but the start of the peace talks brought out vicious internal rivalry among the different Palestinian factions each seeking to position itself for the future.

The subsequent delay in progress toward peace and especially the deportation of 415 Palestinians in December 1992 has reinvigorated militants, who have taken to the streets once again, and the army of occupation has responded with lethal force. Murderous

attacks by Palestinians and by Israeli settlers on unarmed civilians have become the order of the day.

In that atmosphere, the HRD III has experienced numerous difficulties, not the least of which has been the closing of the universities for two years. Restrictions on the movement of both trainees and project staff have played havoc with program planning and training schedules, while political sensitivities caused prolonged negotiations with beneficiary institutions.

## **II. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

The HRD III Grant, as originally designed, contained several components: Faculty Development, Business/University Linkages, Institutional Development, Professional Development, Small Business Development, Health Manpower Development, Basic Education, and English as a Second Language (ESL). Recently, AMIDEAST has begun to view its activities more along sectoral lines: Education, Health, Small Business Development, Non-Governmental Organizations (NGOS), Municipalities and ESL. Some of the components defined in the Grant Agreement, e.g. Institutional Development and Professional Development, in fact cut across the sectors where AMIDEAST operates.

The Team chose to take this sector approach to discussing the findings, conclusions and recommendations of the evaluation. Cross-cutting components are discussed within these categories. A final section has been added to address areas relating to the overall management of the project.

### **A. Education**

The universities targeted by AMIDEAST house important resources -- both human and institutional -- that can be used to further promote change and development in the Occupied Territories. The purpose of AMIDEAST's faculty development program is:

"To strengthen the faculties and technical staff of selected West Bank/Gaza institutions of higher education by improving the quality of instruction, enhancing their ability to provide appropriate in-country training, developing local problem-solving skills, and ensuring former beneficiaries remain up-to-date in their fields of study."

Under HRD III, faculty development has remained an important component (budgeted at \$3.3 million), although it does not represent the majority of AMIDEAST's program, as was the case under HRDs I and II. AMIDEAST has been concentrating scholarships in areas that are critical to the social and economic development of the Territories, including: business administration, and public health. In general, the focus of HRD III is less on producing MAs and PhDs and more on supporting existing faculty by sponsoring them to attend conferences, workshops, and by grants for applied research.

Since the inception of the HRD projects in 1978, AMIDEAST has worked with Birzeit University, Bethlehem University, Al-Najah University and the Arab College of Medical Professions, each of which are the more established institutions offering four-year degree programs. Subsequently, when the Islamic University of Gaza and Hebron University were established and received their accreditation, AMIDEAST focused a greater portion of its resources to develop the faculty and curricula of these institutions.

Returning participant trainees have been given follow-up support from AMIDEAST in the form of grants to attend conferences and to conduct applied research. Since 1987, AMIDEAST has made 36 grants for applied research covering topics ranging from a) the

use of pesticides and sheltered workshops for the handicapped, to b) urban planning and public health. Whereas earlier grants covered quite a wide and diverse range of topics, AMIDEAST carried out a review of the applied research program in 1991, and decided it would be more appropriate and effective to focus the topics into areas that address specific community needs.

With only a few exceptions, departments that sponsored faculty members for long-term, academic training reappointed them upon return. Turnover, however, of these trained staff has taken place, both through normal attrition and as a result of extraordinary conditions effecting Gaza and the West Bank. Administrators visited by the Team reported that turnover increased during the Intifada and that marriage and emigration have also taken their toll. The predominance of single women in nursing made this a particularly significant for that field, as women became married and left the profession. As a result, some institutions now have a shortage of trained, qualified staff, a problem they hope will be addressed by AMIDEAST.

Since 1990, AMIDEAST has sought to develop within post-secondary institutions not only their capability in teaching academic disciplines, but also their responsiveness to community needs through continuing education programs. It was in this connection that AMIDEAST sponsored three consultants from the American University/Cairo in the Summer of 1992 to conduct a needs assessment study of continuing education. This provided a stimulus to develop Birzeit University's Continuing Education Department by providing an organizational model, curriculum guidelines and recommendations for future directions.

AMIDEAST's focus on continuing education also reinforced efforts to reorient the community and the university to the benefits of short-term training, in contrast to academic degree training. AMIDEAST has provided similar assistance to Bethlehem and Al-Najah Universities to support their efforts at creating a continuing education curriculum.

In an earlier effort at promoting continuing education, AMIDEAST experimented with forging stronger linkages between the universities and the business community. As this effort proved largely unsuccessful, AMIDEAST dropped it and made the wise decision to focus instead on a more defined continuing education program. In spite of this redirection, AMIDEAST was successful in helping the Business Development Center at Bethlehem University become operational through the provision of training, computers and other office equipment. The Center serves a useful role in the community by offering practical workshops, business pamphlets for local entrepreneurs, consumer awareness programs and periodic exhibitions.

#### Faculty Development

##### Planned Outputs

- (a) 21 faculty having advanced degree;
- (b) 261 faculty/staff with academic/technical skills upgraded;
- (c) 30 research projects completed.

##### Achievements

- (a) 39; (b) 111; (c) 29

AMIDEAST's present grant also includes a Basic Education component aimed at encouraging innovative learning approaches for the hard-pressed primary and secondary schools. At present, the school systems mainly emphasize memorization and rote learning to prepare students to pass the "tawjihi" exam required at the end of high school. Educators are of the opinion that reforms are necessary to teach students critical thinking, and to stimulate their creativity and participation in the learning process. They further point out that these reforms will require retraining teachers as well.

Under the present conditions of occupation, AMIDEAST is focussing mainly on private schools in the West Bank; government schools are not being included because they are controlled by the occupation authorities who have little interest in reforming the Palestinian's education system. Also, the terms and conditions of the A.I.D. grant prohibit AMIDEAST from providing support to government schools, as well as UNWRA-run schools. In some cases, government and UNWRA teachers have benefitted indirectly through participating in workshops that have been organized by intermediate organizations such as the Tamer Institute or Education Network.

Working through a combination of independent and affiliated institutions, notably the Tamer Institute and the Education Network, AMIDEAST has in fact played a catalytic role in promoting this much-needed innovation and action research. Through the Education Network newsletter, primary and secondary school teachers share their experiences, ideas, and future plans. Also through the Network, AMIDEAST sponsored several practical workshops: one included sixteen teacher-participants, and focused on techniques for teaching writing; another promoted the idea of parent-teacher organizations, and resulted in a pamphlet which was widely distributed to teachers and administrators in the Territories. Such programs are an excellent use of project resources, particularly because of the long-term social and economic returns to be gained by assisting students in the primary and secondary age-groups.

#### Business/University Linkages

##### Planned Outputs

40 students having practical on-site experience.

##### Achievements

Program re-designed to emphasize continuing education.

The following are other accomplishments within the education sector under the current grant:

- Twenty-four university faculty members were provided with scholarships for MA and PhD studies.
- Eighteen teaching professionals in the health field were assisted with scholarships for MA and PhD studies.
- The entire faculty (33 teachers) at the Arab College of Medical Professions has been trained through AMIDEAST.

- Three hundred and fifty staff from various educational institutions have attended local workshops aimed at enhancing their professional growth and development.
- A total of 96 administrative staff from educational institutions, including Bethlehem University, the Arab College of Medical Professions and Islamic University of Gaza, have received third-country training in management, administration and supervision.
- Two hundred and five technical staff from various educational institutions have received short-term non-degree technical training in their areas of expertise.
- A total of 29 faculty representing all West Bank and Gaza universities have received grants for applied research.
- Two hundred forty-two primary and secondary school teachers were trained in methods and materials for individualized instruction.

While the effort to develop the faculties responded to specific needs in the universities -- ones which AMIDEAST could effectively address through its well-established procedures and practices -- data on the impact AMIDEAST training has had in addressing university organizational and management issues under the Institutional Development and Professional Development components is not available. AMIDEAST did not establish a baseline against which it could monitor and evaluate the effect of its work upon the institutions it targeted for assistance.

Nevertheless, the anecdotal evidence -- consisting of impressions which were given the Team during interviews with both university administrators and non-administrators -- was that training has been beneficial in making the participants aware of current techniques and practices in management, and some of the administrators interviewed acknowledged that these practices were being applied more or less effectively on the job. The evidence from Team interviews also suggests that technical training for academic and medical librarians and for laboratory technicians has also added to the enhancement of the overall capability of the institutes they serve.

#### **Basic Education**

##### **Planned Outputs**

Individualized instructional materials, teacher training manuals; basic education resource center established; newsletter being published.

##### **Achievements**

Two hundred and forty-two teachers trained; education network is in place and benefitting teachers; resource center established and in use; newsletter being published quarterly.

## **Conclusions**

1. Based on the Team's findings, it appears that AMIDEAST has attained two of its primary objectives, that being to: 1) increase the number of faculty members with higher degrees from U.S. universities; and, 2) improve the PhD/faculty and PhD/student ratios. The midterm evaluation of the project, for instance, reported that 45% of all post-secondary faculty and 65% of all those with MS/PhD degrees received training through AMIDEAST.

2. Overall, developing and strengthening the university faculties represents the most clearly observable achievement of AMIDEAST in the education sector, testifying to AMIDEAST's long-term commitment to addressing specific needs identified in these essential Palestinian institutions.

Through its longstanding work with educational institutions, AMIDEAST has successfully managed to mature the relationships it has developed into partnerships which promote positive and needed changes in Gaza and the West Bank. The education institutions understand AMIDEAST's mission well, and both parties are thus able to interact effectively to achieve mutually shared goals. Overwhelmingly, evaluators found high caliber, indigenous faculties at work in accredited and highly regarded institutions, producing university graduates, engaging in research of value to the Occupied Territories, and seeking creative ways to serve the community.

3. AMIDEAST has made a very good start in supporting the development of continuing education programs in several university departments. Assistance to the Business Development Center at Bethlehem University and for the Continuing Education Department at Birzeit University was well placed; both facilities are well-led, have clear missions, and know how to plan and organize their work. Both facilities show strong promise for further collaboration.

4. While trainees did report some benefits from participating in the Institutional Development and Professional Development programs, the absence of any baseline data on the institutions that employ them made it impossible for the Team to determine the real impact of such training on the performance of the universities as organizations.

5. The Team concurs with AMIDEAST's policy decision to direct applied research grants towards studies which are responsive to community needs. The Team feels that it is important for the topics to have general application or at least contribute to the broader social or economic benefit in Gaza and the West Bank.

6. AMIDEAST's support of the Tamer Institute and the Education Network Programme represents a sound strategy and potentially high-impact use of Grant resources. Primary and secondary education has been neglected in the Territories, and will certainly benefit through AMIDEAST's assistance.

### **Recommendations**

1. AMIDEAST needs to reassess and develop a follow-up program to address the current training needs of faculties and departments which have had to hire new staff to fill slots vacated through attrition.
2. AMIDEAST should continue the progress made with the universities through Faculty Development, and support the emergence of new disciplines such as public health and public administration. There exists a widely acknowledged need for university-level training in public administration, an observation which was made during the mid-term evaluation of HRD II, and which is still valid today. The revival of peace talks and the prospects for a Palestinian Interim Self-Governing Authority (PISGA) have sparked yet further interest in building a local capacity to provide training in public administration and other public sector services.
3. AMIDEAST should further capitalize on the momentum achieved by the new university-based training centers (the Business Development Center in Bethlehem and the Continuing Education Department in Birzeit) by making them into instruments of local development. This can be achieved by AMIDEAST maximizing their involvement with these centers, and partnering with them to conduct training locally.
4. AMIDEAST should continue encouragement of innovative programs for primary and secondary education with a moderate amount of support. This program should later be expanded to include government schools once the occupation forces no longer control them, and a Palestinian Ministry of Education is established. In the meantime, AMIDEAST should continue its program of innovation and experimentation with private schools, laying the groundwork for an expanded and refined program in future.

### **B. Health**

Prior to the present Grant, during the period between 1978 and 1989, most of AMIDEAST's work benefitted the Arab College of Medical Professions (for example, scholarships for five PhD candidates and 26 MA candidates). In addition, 28 individuals from charitable societies, colleges and clinics received short-term U.S. technical training in medical fields.

Consistent with its shift in emphasis away from university faculty development, AMIDEAST added a component to its program in 1989 to strengthen the capacities of non-governmental health care institutions through training and technical assistance. This assistance sought to enable these institutions to upgrade the quality of their preventive and curative services, thereby improving the health status of Palestinians in the Territories. Recently, AMIDEAST began concentrating on improving local institutions' capacity to manage their facilities, resources and services, emphasizing ongoing staff development and information management.

The purposes of the Health Manpower Development Component of AMIDEAST's Grant are:

"a) To conduct a comprehensive manpower training needs assessment; b) to support short-term U.S.-based or regional technical training; c) to provide limited opportunities for graduate training; d) to introduce continuing education programs in health care institutions; and, e) to make available limited grants for material support for medical libraries.

The revised grant budget allocates \$4.2 million (about 24 percent of the total budget of \$17.4 million) over four years to this component.

Compared to HRD I and II this represents a significantly greater commitment to training professional and technical staff and upgrading health services.

AMIDEAST records show that 1,223 persons were trained in health under the current grant. The categories of training are classified in Table 3.

An unknown number of trainees are listed in more than one category, making the net number of trainees somewhat smaller: some trainees who went to the U.S. also participated in local training; in other cases, a person who attended more than one local training event -- ESL, accounting, computer applications, etc. -- was counted once for each event. For example, AMIDEAST records show that 54 individuals at Bethlehem Municipality participated in a training program, when in fact approximately fifteen employees attended three computer courses.

#### ***Health Manpower Development***

##### **Planned Outputs**

Health specialists trained through continuing education programs, US/regional training and faculty development programs.

##### **Achievements**

A total of 1,233 persons trained (see Table 3); 73 local institutions have sponsored participants to AMIDEAST training; continuing education needs assessments have been carried out, and continuing education program has been established at Magassed Hospital; ten health-related research grants have been sponsored; AMIDEAST has provided valuable technical assistance, most notably in emergency medicine and trauma management.

**Table 3: No. of Participants by Health Training Category**

Training Category	Number Trained
Locally Trained	969
Third-Country Trained	84
Short-Term U.S. Trained	153
U.S. Degree Programs	17
Total	1,223

AMIDEAST has made a special effort to reach more institutions and increase the pool of health practitioners in outlying areas, especially in Nablus and the Jenin/Tulkarem area. In so doing, they have encountered a number of practical problems, such as finding suitable accommodations for participants and planning and coordinating training events with sponsoring institutions amidst strikes, curfews and travel restrictions. In some cases, this meant delaying and rescheduling training programs. AMIDEAST has done a good job of dealing with these unplanned obstacles, and has tried to schedule training events as close as possible to where participants live or work.

The breakdown of trainees by location is presented in Table 4.

**Table 4: Geographical Distribution of Health Trainees**

Location of Trainee	Percent of Total Trained
Jerusalem	31 %
Gaza	22 %
Ramallah	17 %
Bethlehem	12 %
Other Areas	18 %
Total	100 %

Overall, 73 local institutions sponsored staff to participate in health training activities; this includes eleven institutions in the North, an area typically under-served by health and health training services. Many smaller groups also sent one or two persons to attend a local workshop, as well as the larger health institutions with whom AMIDEAST has had a long-term relationship.

Certain health-related training shows up under other components of the Grant, notably: Institutional Development (71 persons from thirteen institutions), Professional

Development (58 persons from eleven institutions), and ESL (169 persons from 18 institutions).

Other notable Team findings concerning AMIDEAST's health program are presented below:

- Institutions visited by the Team (see Appendix B) reported that the training given to its staff has positively affected the performance of their respective departments. Administrators regard the support and assistance provided by AMIDEAST as a necessary and useful approach to promoting professional education and skill development in critical areas of their operations. This included, for example: nursing; x-ray; laboratories; and, physical therapy.
- Several administrators stated that they highly valued the training they acquired in the U.S., which they considered to be relevant to their particular needs.
- Information resources provided to date -- including books, journals and other training aids totaling \$90,000 -- have been well received and used to establish reference libraries in Augusta Victoria, Ittihad, Maqassed, and St. Luke's hospitals and the Red Crescent clinic in Gaza. Palestinian Medical Relief Committees were also assisted with subscriptions to professional journals. Some hospital administrators are presently seeking more assistance to further develop their in-house facilities.
- The training needs assessment carried out in 1992 by consultants from American University/Cairo as part of the continuing education program (see previous section on Education) addressed health training issues, and was highly respected by respondents working in that field. The professional community regards this as a seminal piece of research that is essential for planning future programs in this area.
- Hospital administrators report greater staff motivation to participate in continuing education programs. Based on this, it appears that AMIDEAST has made progress in developing a positive mindset towards staff development in the hospitals it serves, an important accomplishment.
- The successful institutionalization of a continuing education program in the Maqassed hospital serves as a model for other institutions. However, several of the other groups visited identified what they consider to be more pressing priorities, for example assistance in establishing critical care units.
- AMIDEAST has supported ten health-related applied research grants through: Al-Najah University; the Arab College of Medical Professions; and, Maqassed Hospital. As a result of one study on the prevalence of

Hepatitis B, Israeli authorities began requiring that all children in the West Bank be vaccinated.

- Valuable technical expertise provided by AMIDEAST in emergency medical services training has resulted in the formation of a council charged with training local institutions and coordinating ongoing emergency medical services initiatives.
- Attempts to address needs of higher level supervisors, technicians, and managers through training programs have been frustrated by the latter's low level of English proficiency. Moreover, several instances were cited where administrators were unsettled by participants' requests for rapid change and follow-up training for managers.

Because AMIDEAST has not operationalized a set of indicators to monitor changes in the institutions they are assisting, it is not possible to assess what has been the impact of their work at this level. (This has been a general problem throughout the various components of the project, and is discussed in greater detail in Section G of this chapter.) The lack of this information also makes it difficult to identify factors external to the project which have contributed to or hindered institutional development.

Institution building is complicated by the unstable working environment of the Territories, a factor which ultimately is not be within AMIDEAST's control. Given this situation, it is in AMIDEAST's interest to be able to say more conclusively what changes they contributed to, and what factors inhibited their success.

Due to constraints within the institutions being served by the Grant, AMIDEAST has not been able to actually increase the number of health educators significantly. Until recently, there has been no commitment on behalf of the institutions to hire full-time educators. Because AMIDEAST was not willing to train people who faced the strong prospect of unemployment, they instead took the next best route of including some training in health education for participants in their more technical areas. This appears to have been a useful stopgap measure; and, where institutions have finally made the commitment to placing full-time health educators on their staff, the health education workers' effectiveness has been enhanced by the education training offered to their technical counterparts.

### Conclusions

1. AMIDEAST's health training has had a positive impact on individual participants, who are applying the technical skills they were taught. For instance, trainees were found to be implementing better quality care and infection control practices in their departments and transferring improved skills and practices to colleagues and other staff. Excellent results are also shown at Maqassed Hospital where nursing and paramedical staff have upgraded their clinical skills and overall job performance.

2. AMIDEAST was less able to affect the attitudes or practices of higher level supervisors and managers; support from above -- though difficult to achieve -- is a prerequisite for successful institutional change. Training of mid-level staff is necessary, and has been well executed by AMIDEAST; however, it is not sufficient to achieve institutional change and development. An illustration of this point is an incident the Team observed in which a person trained as a dietician by AMIDEAST was made fun of by his untrained supervisor after requesting a food processor to prepare special foods for hospital patients. The Team also observed that it wasn't unusual for supervisors to expect AMIDEAST-trained professionals to work harder and assume more responsibilities for the same level of compensation they received before training.

3. AMIDEAST's emergency medical training (EMT) is a success story, because it effectively combined short-term U.S. training with local training and technical assistance provided through consultants. In addition to upgrading the skills of emergency care providers in major hospitals and ambulance services, a Palestinian Emergency Medical Services Council was created, which holds promise for the type of long-lasting results necessary for successful institutional development. This council seeks to set standards for emergency medical services and to organize and sponsor ongoing training activities.

4. Research supported by AMIDEAST in medicine and health care has been very successful in promoting action which resulted in wider practical benefits beyond the studies themselves.

#### Recommendations

1. AMIDEAST should sponsor more on-site training that utilizes technical experts who specialize in priority clinical and health care areas. EMS training that was provided by the University of Iowa is an excellent example and model approach for future programming.

2. AMIDEAST should use its training resources and services to help leverage changes in the attitudes and supervision practices of senior management personnel within the health institutions it is serving. For example, many institutions are requesting additional training services, and AMIDEAST could condition the delivery of this training upon demonstrated changes in staff development policies and plans. With AMIDEAST assistance, staff development plans also could be periodically reviewed and updated to keep pace with the enhanced skills of staff and administrators.

3. Because of its positive contribution, U.S. training should remain an important part of the Grant's health component; it serves both the need for higher professional education and for enhanced skill levels among professionals in nursing administration and hospital management.

4. Medical and health care research efforts should be continued in areas where the potential for impact can be ascertained, such as the work done by Dr. Naela Ayed's in studying the need for continuing education for nurses.

5. Material assistance to improve the services offered by medical libraries and other health information resources has been cost effective, and should be continued.

6. In order to further promote attitudinal changes and to foster institutional strengthening among the hospitals and clinics, AMIDEAST should explore ways to stimulate innovative thinking and information sharing by creating inter-organizational networks among the university-based nurses training programs and the health institutions.

### **C. Small Business Development**

The purpose of the Small Business Development component of the grant is:

"To help create programs in the West Bank and Gaza which will provide support to individuals trying to start small businesses."

The primary target group includes thousands of unemployed university graduates who lack practical experience and marketable skills. AMIDEAST added this component to its overall program in response to the economic deterioration in the Territories accompanied by increasing levels of unemployment. At the time the proposal for the present HRD III Grant was written, AID's interest in working with the private sector was also on the rise.

AMIDEAST's activities are focused on three important areas for strengthening the small business sector: a) assistance to help entrepreneurs create new businesses; b) services to help existing businesses improve their technical and managerial capabilities; and, c) strengthening of local institutions to develop their capacity to promote and assist the private sector. To accomplish these objectives under the Grant, AMIDEAST is providing a combination of technical training, local training, technical assistance, and material aid. AMIDEAST hired two full-time staff -- one in Gaza in October 1990 and the other in the West Bank in March 1991 -- to help develop a sector strategy, make programmatic decisions, and guide funding under the small business component.

Under the present Grant, AMIDEAST has provided training to 405 participants, of which 363 were trained locally, 18 in a third country and 24 in short-term courses in the U.S.. A total of 77 institutions and businesses have sponsored various participants to attend training events. The three main sectors targeted for intervention have been tourism, industry, and services. Businesses of all types and sizes have benefitted, including pharmacies, banks, hotels, accounting firms, sweets factories, travel agencies, sewing workshops, shipping offices, bus companies, newspapers, furniture producers and plastics factories.

The most frequently occurring training (a total of sixteen courses) for employees of local businesses has been computer software applications and accounting: DOS (four courses); Word Processing (four); Lotus 1-2-3 (three); dBase (one); Bookkeeping (one); Information Systems (one); DOS and Lotus for Accountants (one); and, Cost Accounting (one).

The largest expenditures for materials were: \$30,000 to use in the training of graphic design and computer-generated illustration; and, \$50,000 to set up the Business Resource Center at Bethlehem University. Both activities offer multiple benefits to the community, and should prove to be a cost effective use of grant funds: the investment in hardware and materials has enabled local groups to develop a capability to deliver training programs and technical services to the community, and, their collaboration with AMIDEAST has increased their visibility and their professional reputations as training deliverers.

Following is a sample of the types of training that were carried out through the assistance of AMIDEAST;

- Three large industrial operations had employees trained in skills specific to their work including: fashion design and pattern making, information systems, and techniques of fruit juice production.
- Thirteen staff from the Bank of Palestine (Gaza) were trained in Egypt in budget preparation, computers, contract preparation, accounting and statistics. The staff from Cairo-Amman Bank were trained locally in similar areas.
- Several family-owned businesses were assisted to upgrade their services and operations in such areas as photocopy machine repair and computer maintenance.
- A preliminary needs assessment was completed, and a seminar held for travel agencies to assist them in planning and coordinating training initiatives related to the tourism industry.
- Collaborative planning was undertaken with the Higher Council for Arab Tourist Industry, resulting in training courses for bus drivers, restaurant cooks and hotel waiters.
- Surveys were carried out -- industrial maintenance practices and industrial sector assessment -- and used by AMIDEAST and counterparts to plan training strategy and priorities for small industry sector.

#### ***Small Business Development***

##### **Planned Outputs**

Three hundred twenty-eight professionals with enhanced business skills; small business development center established and equipped.

##### **Achievements**

Four hundred and five professionals received skill development training; Business Development Center at Bethlehem University in operation.

In addition to these specific training activities, AMIDEAST also worked with several local institutions in an effort to strengthen their ability to deliver services and training to the small business sector. Respondents from several institutions expressed their appreciation

of AMIDEAST assistance in this regard. These included: The Union of Industrialists (Gaza); the National Foundation for Investment and Development; the Rosary Sisters; Ma'an Development Group; and, Notre Dame Center/Bethlehem University School for Hotel Management.

The impact of AMIDEAST's work is shown by the fact that together these institutions trained more than 300 persons and accounted for at least 85 percent of locally trained participants under the Grant's small business development component. In addition, Bethlehem's Business Development Center, which was established with AMIDEAST's assistance, is delivering valuable services to the business community in the form of workshops, publication, and professional/business services.

By working with AMIDEAST, these groups have gained valuable experience ranging from logistics to trainee candidate selection and curriculum development. In the process, they have also gained other skills such as how to conduct training needs assessments and program evaluations. AMIDEAST's work with the Gaza Union of Industrialists provides a good example of how AMIDEAST supported these organizations. (See Appendix K.)

Another example is the collaboration between AMIDEAST and the Birzeit Continuing Education Department to offer a course in maintaining and repairing power supplies and digital memories for 32 engineers and technicians. As a result of this effort, Birzeit now has a curriculum and the basic equipment to provide future training in this area.

In terms of U.S.-based training, the Team found it to be most effective in cases where the training program was based on a thorough needs assessment. (An example of this is the assistance provided to the quality control supervisor for fruit juice production at Club Cola in Ramallah.) AMIDEAST has applied this lesson learned in shaping how they are going about planning and implementing future training programs. Unfortunately, weak English language skills prevented AMIDEAST from sending more applicants to the U.S. for short-term training in business related fields.

By and large, sponsoring institutions and participants expressed a high degree of satisfaction with AMIDEAST training. However, the evaluators found instances where traditional styles of leadership and management along with funding constraints obstructed utilization of newly-acquired skills to the fullest. For example, the Team observed that the traditional management styles of senior managers at the Bank of Palestine (Gaza) obstructed the ability of their employees to make changes to operating procedures they learned through AMIDEAST training. However, AMIDEAST's direct follow-up on the impact of their training at the entrepreneurial level has been weak. Although there are numerous variables that affect the success of individual enterprises, AMIDEAST should be tracking (if only on a sample basis) some information about the profitability, levels of employment, incomes, etc. among trainees in the small business program.

The Business-University Linkage component, which was intended to draw the business community and universities closer together, has been redesigned to have a stronger focus on continuing education. This step was taken because of a general lack of interest, or

willingness, on the part of the academic and business communities to forge a formal linkage.

On the other hand, the continuing education concept appears to have garnered good initial support from these institutions, based on an AMIDEAST-sponsored needs assessment completed in October 1992. By offering programs of interest to the business community, continuing education can make an important contribution to overall social and economic development in the Territories. As mentioned in Section A, AMIDEAST's current thinking includes support for a model Continuing Education Department at Birzeit University and training for members of the Council for Higher Education, who are national-level planners, to convince them of the importance and benefits of continuing education.

The continuing education program appears to be a promising area particularly if AMIDEAST is successful in institutionalizing the capacity to deliver high quality continuing education programs. The range of opportunities in all sectors are many and varied and there appear to be capable local groups, including Birzeit, Bethlehem University, Al-Najah University, and Ibrahimiyya College, with whom AMIDEAST may partner.

### Conclusions

1. AMIDEAST successfully strengthened the training capabilities of key institutions. This included the ability of these organizations to conduct training needs assessments and to manage training services for the small business sector. The assistance provided in partnership with these various training institutions in this sector demonstrates that AMIDEAST can successfully identify and work through local intermediaries to train small businesses.
2. Although the computer courses offered by AMIDEAST were applicable to the participants and the businesses they worked, the Team is of the opinion that there are more fundamental needs that should have been given greater attention and training resources.

### Recommendations

1. AMIDEAST's success in strengthening intermediary institutions -- including universities, NAFID, the Rosary Sisters, the Union of Industrialists in Gaza -- to provide training services to the business sector should be extended to include other institutions.
2. AMIDEAST needs to establish a mechanism for obtaining feedback on: a) how training has been put to use in the enterprise; and, b) how the enterprises and its employees have benefited from the training (improvements in operations, incomes, profits, etc.). This feedback will assist AMIDEAST and the intermediary institutions it supports in planning and refining their training services for the small business sector.

(AMIDEAST should refer to the work done by Michigan State University in sampling and surveying the small business sectors of developing countries.)

3. The evaluation Team agrees with AMIDEAST's decision to phase out computer training in most locations (AMIDEAST reports that this training is being provided by them only in Gaza at present), but because of the high demand for this type of skill, AMIDEAST should work with intermediary institutions -- or perhaps even businesses -- in an attempt to make the training services self-financing through fees.

4. Training should be prioritized based on the industries having the largest potential for employment impact; an example is the work done by AMIDEAST in the textiles industry. To help in identifying these industries, AMIDEAST should refer to work done under the GEMINI Project (AID/PRE/SMIE) on how to design and carry-out sub-sector analysis.

5. As a corollary to the previous point, AMIDEAST needs to proceed cautiously in expanding the portfolio of businesses and sectors it supports to ensure that it continues to work effectively as a provider of training for which a) there exists a demand, and b) there exists an institution which can be developed to the point of being able to provide ongoing services after the Grant is concluded.

#### **D. Nongovernmental Organizations**

Local non-governmental organizations (NGOs) are serving broad segments of the population in the West Bank and Gaza. The range of health and human services they are providing includes: child care, women's activities, care of the disabled, and primary health care. AMIDEAST is working with a variety of these organizations and charitable societies to strengthen their administrative staff and to offer short-term training programs for their professional development. AMIDEAST chose to target these groups because: a) their programs are key to the functioning of Palestinian society; and, b) women play a significant role in their operation.

NGOs also played an important role during the Intifada. As the larger, more established service institutions shut down or lost funding, they became largely ineffective. As a result, the NGOs became the major engines in society encouraging change, and for this reason AMIDEAST tapped into them as the most effective intermediaries for furthering social and economic development. Under present circumstances, these other, more established, institutions are returning to their business, and are becoming quite innovative in their approach. AMIDEAST is, therefore, re-evaluating their work with the NGO community in an effort to determine what will be an appropriate role for NGOs in AMIDEAST's future programs.

AMIDEAST has provided training to thirty-five different NGOs, among them: the Association of Engineers in the West Bank and Gaza; Law in the Service of Man; Samou' Charitable Society; YMCAs in Jericho, Jerusalem and Gaza; Arab Women's Union; Accountant's Association; and, the Infant Welfare Center. Staff from the United Nations

Relief and Welfare Agency (UNRWA) and USAID-funded PVOs -- American Near East Refugee Aid (ANERA), Catholic Relief Services, Save the Children, and Cooperative Development Program -- also participated in some AMIDEAST training events.

The breakdown of NGOs that received training is presented by region in Table 5.

**Table 5: Distribution of NGOs Trained by Region**

Location	Percentage of Total NGOs Trained
Jerusalem	35 %
Gaza	24 %
Ramallah	18 %
Bethlehem	12 %
Hebron	4 %
Tulkarem/Jenin	4 %
Jericho	4 %
Total	100 %

A presentation of the types of NGO training and number of participants appears in Table 6. Of the 460 participants receiving training, 448 or 97 percent, were trained locally.

**Table 6: Types of Training Given to NGO Participants**

Type of Training	Number of Participants
Professional Development - Local	192
Small Business Development - Local	89
Health Manpower Development - Local	72
ESL - Local	59
Institutional Development - Local	24
Other Local Training	12
Non-Local Training	12
Total	460

The evaluation Team found several good examples of cases in which NGOs and their staff were utilizing skills that were taught through AMIDEAST:

- Instructors' teaching skills were significantly enhanced at the Jericho YMCA Vocational Training Center. Training focused on improved lesson planning, ways to stimulate student creativity, uses of audio-visual materials, and building positive teacher-student relations.
- Eighteen women from various parts of the West Bank who are members of the Federation of Palestinian Women's Action Committee acquired critical sewing and cutting skills that improved the ability to produce high quality textiles. As a result of their training, the participants are able to earn more money from the production of higher quality goods. One woman became so proficient at the skills trained, that she is now training others herself.
- As a result of short-term training in the U.S. provided to its core staff, the Bethlehem Arab Society was able to improve their occupational and physical therapy services to the disabled.
- Under the supervision of Bethlehem University, twelve women from the Hebron area received nine months of specialized training to upgrade their skills working with deaf children and their families.

The team found that in general, AMIDEAST's training was well received by NGOs. However, some groups -- notably the Federation of Palestinian Women's Action Committees -- expressed limited awareness of AMIDEAST's program priorities and implementation strategy and recommended that AMIDEAST prepare clearer guidelines on what kind of training it can support.

AMIDEAST plans its NGO training activities based on requests from local groups and based on its own assessment of what it perceives to be common, cross-cutting needs. Before proceeding to fund a training activity, AMIDEAST staff research the group and the context for the request for training. As few groups have plans for human resource development, staff reach consensus on the basis of the group's capability, credibility and relevance to AMIDEAST training objectives.

The range of NGO training activities to date appears rather broad and unfocused: pricing and marketing, acting techniques, group encounter sessions for counselors, fund raising, DOS, word processing, audiophonic rehabilitation, cutting/sewing, and feminist readings in English. NGO staff have also attended courses designed for other groups such as health professionals and local businesses. AMIDEAST's willingness to be responsive to expressed needs, coupled with their interest in making as many in-roads as possible to strengthening NGOs, may account for this diverse set of activities. In an attempt to bring greater focus to NGO training, which AMIDEAST admits is diffuse, the present director has introduced a new application and screening process for all requests.

Although AMIDEAST has argued that institutions are strengthened by strengthening the individuals that work in them, in many cases, the benefits of training have a loose linkage to any observable institutional impact. Examples of this would include: wordprocessing for secretaries, ESL training for doctors, sewing for village women, and training for bus drivers. Good examples, however, of where this participant/institutional linkage was well established are two nine-month courses which AMIDEAST sponsored for Amal Society in Hebron University and the Ephtah Pontifical Institute. At these sessions, more than 40 teachers who are working with the deaf received training. In addition, AMIDEAST sponsored the Amal Society's program administrator for a short-term training program in the U.S.

Unlike the trade and education sectors, who are represented by groups like the Councils for Higher Education and Tourism, local NGOs do not have organizing committees through which AMIDEAST can prioritize a training agenda or coordinate its training activities. AMIDEAST's alternative has been to coordinate planning through its extensive network of local contacts, including unions of charitable societies and special interest groups. Informal sharing of priorities and project information with other AID-funded and European-funded PVOs is done through periodic meetings of the Association of International Voluntary Agencies.

The flow of money from new funders for NGOs (both traditional and grassroots) has increased substantially during the life of the grant. Funding is being offered to NGOs who for the most part do not have long-range or strategic plans. Indeed, there is criticism widespread in the community that groups are unnecessarily competing with each other, wasting scarce and valuable resources, and duplicating services. Program priorities of individual NGOs oftentimes are subject to change depending on opportunities for funding and technical assistance. In this environment where AMIDEAST is only one of several funding sources, it is hard for any donor, including AMIDEAST, to hold the attention of NGOs for significant periods of time. This makes institutional development even more challenging.

### Conclusions

1. AMIDEAST presently treats NGOs as a separate reporting category within their training program. The Team feels that this categorization dissipates resources and consumes the time and energy of project staff. In reports to A.I.D. and in interviews during the evaluation, AMIDEAST staff repeatedly underscored how much effort is required to plan and carry out training programs. The person who manages NGO training in the West Bank is also responsible for the municipalities and the entire education sector. This problem is further complicated by the lack of an NGO development strategy within the HRD III project. Such a strategy, if in place, would help to rationalize training in light of broader goals and objectives, and provide a sounder framework within which to manage these activities.
2. NGO training has been characterized by a lack of follow-up to assess impact on the participating institutions. As with other areas operated under the Grant, this lack of

monitoring at the institutional level has made it difficult to identify which training activities have made the greatest contribution to institutional development, and which, for whatever reason either internal or external to the project, have been less effective.

3. In the current atmosphere, there seems little prospect of doing much good by responding to the many and varied requests of NGOs. NGOs are highly politicized, are duplicating services, and are fiercely competing for assistance from donors. This drive to obtain a share of donor funding has been well observed by Palestinians, who have dubbed the phenomenon, the setting up of "dakakeen," i.e. "storefronts." AMIDEAST's decision, in light of this, to better focus their strategy and screen training applications is appropriate and wise.

### Recommendations

1. The Team suggests that AMIDEAST's assistance to NGOs not be handled as a separate programmatic component, but rather that it be integrated into ongoing training in the core sectors (health, small business, etc.). This will help in several ways by: providing a better definition of priorities; establishing the basis for targeting training activities that will have potentially high impact in key sectors; and, streamlining the management process for planning and monitoring support to NGOs.

## **E. Municipalities**

The mid-term evaluation recommended that AMIDEAST work more closely with public sector institutions. To address this recommendation, AMIDEAST undertook to identify appropriate training opportunities with selected municipalities. Preference was given to West Bank municipalities with elected councils and the municipality of Gaza which is the largest in the Gaza Strip. AMIDEAST's greatest involvements were with: Al-Bireh, Nablus, Halhoul, Bethlehem, Deir Al-Balah and Gaza City.

The training services provided by AMIDEAST for municipalities falls predominantly under the Institutional Development and Professional Development components of the USAID grant, although five Gaza municipality staff received training under the ESL component. The majority of assistance to municipalities has been in the category of in-country training (78 out of 89 participants), especially computer training, and has taken place during the second part of the grant.

The Bethlehem municipality is an excellent example of training which benefitted a wide range of staff in several key areas, including finance, administration, management and engineering. Under this activity, ANERA purchased computer equipment, and AMIDEAST sponsored their staff to attend a series of courses at nearby Bethlehem University so they would be able to make use the equipment. As a result, the mayor's secretary is better able to generate correspondence, the accountant is more efficient in tracking daily expenses, and the engineer is better able to monitor contract compliance.

The U.S., short-term training for professional staff at Nablus and Gaza Municipalities proved to be disappointing to the participants; they reported that the program was too short, and the technology too different to be of use in their home environment. Participants said they could apply only a limited range of what they learned, and that there was insufficient funding (mainly for needed capital equipment) available for them to implement their new skills upon their return.

The evaluators found that in some cases the training programs didn't address the specific needs of the trainees. In one case, computer training in Nablus showed limited results because the programs were in English, which the staff had difficulty in understanding. In another instance, training was provided to engineers who are working at a plant that sorely needs to be updated; but, since the Israeli-controlled municipality wasn't providing

### ***Institutional and Professional Development***

#### **Planned Outputs**

**Institutional:** Six administrators participate in MS degree programs; 146 managers receive training.

**Professional:** Nine professionals participate in MS degree programs; 324 professional receive skill development training.

#### **Achievements**

**Institutional:** Three administrators participated in MS programs; 58 managers trained.

**Professional:** Six professionals participated in MS programs; 92 professionals received skill training.

funding for capital improvements, this made it difficult for the trainees to use their newly-acquired skills.

### Conclusions

1. Training for municipalities in the use of software applications had marginal benefit except in the case of Bethlehem Municipality where personnel had participated in a number of computer-related courses and subsequently were employing their skills productively on the job.

2. The Team noted a general problem with a lack of needs assessments to assist in planning municipal training. Formal training needs analyses were not carried out, resulting in the selection of some activities -- e.g. training in computer applications, and training in the use of equipment not available in the Territories -- which do not address critical municipal management areas.

3. The program also suffered from a lack of a strategic framework within which candidates were selected to participate in training activities. This sometimes resulted in "one-off" training that didn't meet the needs of the participants or the institutions that employed them. For example, training for the Nablus Municipality was not well planned and produced little benefit to participants and the institutions in which they work. The participants were selected at the last minute and sent to the U.S. before their training plan was finalized. This resulted in a shortened training schedule, which overall did not satisfy the participant's needs -- an opinion that they expressed to the Team.

#### *English as a Second Language*

##### Planned Outputs

Participants having achieved adequate English language skills.

##### Achievements

Two hundred seventy-nine of 358 participants passed their ESL courses. Courses offered included beginning, intermediate and advanced levels, as well as English for specialized purposes.

4. Efforts to strengthen municipalities under conditions of the occupation may be a questionable use of project resources. Given the unstable political environment and the problems inherent within the public sector institutions in the Territories, work with municipalities has been a challenging and difficult area for AMIDEAST. In the face of these overpowering constraints, it has been difficult for AMIDEAST to provide the type of training that will address fundamental management and technical issues that effect the quality of services provided by municipal agencies. The results to date have not been encouraging.

### Recommendations

AMIDEAST should de-emphasize this training component pending the outcome of autonomy discussions, at which point the project will need to better define a role for itself vis-a-vis the municipalities. While municipalities all have very fundamental needs for training along a wide spectrum of categories, AMIDEAST should find ways to conserve,

or at a minimum better target, its training resources until the time is better suited for such intervention.

AMIDEAST's contention has been that because municipal civil servants have an almost complete lack of understanding about management, any minimal training has the potential for yielding great benefits. AMIDEAST further reports that the need to build trust and credibility makes the process of implementing a training program for municipalities long and arduous.

For these reasons, they have elected to begin small with the hopes and plans of expanding into more critical areas over time. Because of the need for training in other areas, and the potential for achieving results, the Team, however, feels that resources instead should be directed into those areas. When the future of the municipalities becomes clearer, AMIDEAST should reassess its role towards them and present AID with a well-designed proposal for additional funding, as was done in the case of the Health Manpower Development component.

#### **F. English as a Second Language**

AMIDEAST placed the first full-time ESL teacher in Gaza in 1985. This was in response to prospective training candidates' low level of achievement in English, inadequately trained local teachers, and the relatively lower level of exposure of Gazans to an English-speaking community. Initially focused on preparing Islamic University faculty members for U.S. training, the program was subsequently extended to include staff from other institutions. This reflected a shift in AMIDEAST program focus from degree training to technical training. The present ESL component to the grant was added as an amendment in 1990.

The objective of AMIDEAST's ESL program is: 1) to upgrade the language skills of candidates for long- and short-term U.S. training; and, 2) to improve the language skills of Palestinian professionals who need a high level of English competency to stay abreast in their field, represent their institutions to foreigners, and raise funds. The pool of institutions served by the program includes the educational, business and health communities, women's groups, municipalities, NGOs or protonational organizations.

After start-up delays, including staff evacuations during the Gulf War, the pace of implementation has accelerated significantly. For instance, the number of students trained during the period August 1992 to January 1993 (308) exceeds the total number for all previous periods from the beginning of the grant (265).

Key support staff were hired in May 1992 (for Hebron), July 1992 (for Jerusalem) and August 1992 (for Jenin/Tulkarem and for Nablus). The Jerusalem-based ESL Coordinator was hired in August 1992, and in October 1992 prepared a high quality strategy for implementing the ESL component.

During the past two years, which AMIDEAST really regards as its start-up phase, a couple of key lessons have been learned and are being applied by the staff in planning future ESL programs:

- Most students are beginners or advanced beginners who need a significant amount of time to develop competency in the language;
- Because of the varying needs of the local institutions AMIDEAST serves, the program must remain flexible to respond to their specific English language learning requirements;
- Institutional commitment to provide ESL courses proved to be lower than expected. As a result, partnerships with the British Council, Hebron University Graduates Union, and Al-Najah University had to be redefined.

ESL trainees in Gaza pay a fee of IS 140 of which IS 90 is returned if they attend most of the classes. In most cases, local institutions expect individual participants to pay the cost of ESL themselves. However, AMIDEAST's courses are considerably cheaper and have a better student/teacher ratio than ESL courses offered, for example, at the British Council.

Teachers have been refining their approach to teaching English for special purposes, such as for medical workers, machine operators, or students at the Khan Yunis School of Science and Technology. Future plans envision ESL courses for business, management, medical professions, information systems, and women's groups. Experience has shown that these courses require more preparation than the standard English courses.

In Gaza where ESL courses have been offered since 1985, AMIDEAST has not been systematically tracking how trainees use their English after they complete a course. The main sources of information about program impact comes from general impressions or from periodic interaction with the institutions employing the trainees; sometimes feedback is gotten from personally contacting the trainees. However, the Team noted that the newly hired Coordinator has made tracking of impact a high priority and is developing a system to address this issue.

### Conclusions

1. AMIDEAST's experience partnering with other local ESL training institutions has not been encouraging. Using the British Council did not work out because the cost of courses was too high, classes were too large and not adequately tailored to students' needs, and there were difficulties organizing courses for outlying areas. There were other frustrations trying to organize ESL classes with Al-Najah University and the Hebron University Graduates Union. In the absence of a reliable and dependable local partner, AMIDEAST has developed its own in-house capability to deliver ESL programs, including curriculum design.

2. The AMIDEAST ESL program fills a need -- expressed by the level of interest among targeted beneficiaries and organizations -- which no other donors, local institutions or PVOs are satisfactorily addressing. While no formal needs assessment has been performed, AMIDEAST experience to date reflects a high and growing demand for ESL programs in all parts of the country. However, it is still too early to see the benefit of ESL programs on West Bank/Gaza institutions. AMIDEAST is now working on a system to track individuals' use of English after they complete a Special English course and to track the frequency with which participants access professional training.

3. By initiating regional ESL programs and placing staff in the north, the south, the center, and in Gaza, AMIDEAST is poised to stimulate further demand for ESL in underserved areas.

4. Under the supervision of the new Coordinator, AMIDEAST's ESL program is benefiting from excellent leadership, course design, and follow up.

### Recommendations

1. If AMIDEAST's purpose is to develop a local capacity to deliver ESL training, then its needs to be more explicit about what it will do to bring this about, identify what institutions it will work with, and how. AMIDEAST offers two different rationales for the ESL program. According to the grant, the ESL program is on equal footing with Small Business Development and Health components (each is a separate project component with its own purpose.) On the other hand, ESL is described as an input to the overall program namely, equipping trainees with critical language skills to enhance them professionally.

2. Given the expanding scope of this program, AMIDEAST may consider making the Coordinator position full-time. The Gaza staff have been so busy teaching that they have been unable to work on the monitoring and evaluation needs of the program. In this connection, the Coordinator (which is currently a part-time position) plays a vital role in this area.

3. In spite of the problems it has had with other local institutions, AMIDEAST should give priority to identifying and developing local institutions which can deliver ESL courses. Potential partners might include: the Hebron University Graduates Union; Ibrahimiyya College; Al-Najah University; and, Birzeit University's Continuing Education Department. AMIDEAST should develop a strategy which assigns these groups a key role in implementing the ESL program objectives. This might include assigning staff to them and encouraging them to plan the courses in consultation with AMIDEAST. AMIDEAST might retain responsibility for measuring program impact, such as participants' use of English and the benefit of training to the institutions.

4. The effect of charging higher fees should be assessed, with the objective of implementing a cost structure which will enhance the program's self-sustainability. The cost of tuition should be established in relation to other similar courses, but probably

should not be as high as the British Council. To encourage institutional commitment, AMIDEAST may require that institutions and participants share the cost of ESL courses.

5. Institute utilization-based program evaluation. Develop a methodology that enables AMIDEAST to measure program impact, paying particular attention to participants' use of English after completing the course. The staff should consider using rapid, low-cost methods of data collection, such as focus group discussions and structured interviews with randomly-selected participants one year after their training is completed. The evaluation should be external (Palestinian) and not involve ESL staff.

## **G. Project Management Issues**

### **Staffing and Operations**

For most of the period of the HRD III grant, the project office was seriously understaffed, especially in light of the fact that AMIDEAST maintains a full range of education and testing services outside of the Human Resources Development Project. Since the arrival of the current director, the project office has hired nearly its full complement of personnel. One staffing vacancy remains, however, and AMIDEAST would prefer to have that the slot be occupied by an assistant director.

Staff indicated that they did not have access to timely information about the status of their budgets, a situation which made it difficult for them to plan effectively. AMIDEAST is implementing a computerized accounting and budget tracking system which, when in place, will help in remedying this problem.

Administering education and training placement activities, inter-organizational communications, and planning discussions take up an enormous amount of the productive time and energy of the project staff. AMIDEAST is working with some 380 different organizations in this program. The field office director has labelled much of what they are responsible for under the project as being "labor intensive." This concern is also reflected in the semiannual progress reports and in recent concept papers. The evaluators feel that given the "labor intense" nature of AMIDEAST's operations, the present staffing levels are adequate; however, as planning and monitoring systems and capabilities in the field office improve, some of the staff may become redundant.

### **Project Monitoring/Management Information Systems**

The monitoring and evaluation system for HRD III consists primarily of a computerized data base that maintains and updates information about trainees, sponsoring institutions, type and location of training activities, training costs -- for the most part, "input" and "output" level indicators of project performance. Virtually no downstream data is being maintained to monitor the impact of training on the beneficiary institutions.

AMIDEAST needs to give priority to developing a management information system that provides both project implementation and impact information to key decisions makers,

including: AMIDEAST staff; the institutions served by the HRD III grant; and, A.I.D. In addition to developing this system at the project management level, AMIDEAST should also focus on enhancing the planning, monitoring, and evaluation capabilities of the intermediary institutions it supports under HRD.

### Training Needs Assessments

Training needs assessments were carried out by AMIDEAST or its consultants in several areas including: health manpower development; small business development; continuing education; and emergency medicine. AMIDEAST also reports that in the summer of 1992 its staff performed a needs assessment to determine how remaining scholarship funds should be allocated to local universities.

In spite of these efforts, the evaluators feel that training needs assessment, because of its importance to the successful implementation of the project, is an area which needs further improvement in the AMIDEAST program. As was discussed in earlier sections, AMIDEAST's training included a wide-ranging, eclectic group of topics, trainees, and institutions. Results, in terms of the successful transfer of skills, also varied widely. It is the Team's opinion that this outcome is partly due to the lack of a rigorous training needs assessment technique.

Based on the Team's findings, it appears that training needs were assessed through a variety of means, including:

- Against a list of accepted criteria -- this largely in the case of university faculty development activities;
- Against a set of professional standards -- for example with hospitals, EMS, and nursing programs;
- In response to proposals put forward by local groups having a training interest or expressed need; and
- Based on AMIDEAST's informal identification of needs in various institutions. This was a more generalized process of trying to group local institutions together -- advertisements were run in newspapers offering computer training for secretaries, administrators, etc.

In AMIDEAST's view, this range of approaches to identifying training requirements is an attempt to be responsive to local needs, given the environmental difficulties and the varied levels of organizational maturity found among the institutions served. Indeed, the broad categories of training approved under the grant -- especially under the Institutional Development and Professional Development -- help to justify this broad interpretation taken by the project's staff.

### Institutional Strengthening

As stated above, the project to date has not based its training on a formal analysis of needs in the beneficiary institutions. Because the primary purpose of the project is institutional strengthening, training needs assessments should be focused mainly on diagnosing institutional needs, and deriving a strategy for addressing them through professional training and skill development. Since the purpose level indicators in the logframe and project performance indicators (PPIs) have not been operationalized -- i.e. developed as quantified, time-bound objectives around which the staff prepare their annual, monthly, and weekly work plans -- the project staff cannot readily plan or problem-solve effectively to achieve more with institutions.

To address these difficulties, AMIDEAST has begun an effort to improve planning, monitoring, and evaluation of HRD III activities and programs. In addition to hiring a Planning and Evaluation Officer and an Information Systems Specialist, the Director has begun providing better leadership to the staff in conducting project planning exercises. AMIDEAST is also exploring the need for outside technical assistance to help strengthen these various project management systems. The Team encourages these efforts, and suggests that they be given a high priority.

### Status of Responses to Recommendations Put Forward in the Mid-Term Evaluation

The mid-term evaluation of HRD III contained several recommendations. The status of the project's response to these is indicated below:

- "Reduce MS and PhD training in selected fields:" Having measurably strengthened university faculties, AMIDEAST accordingly reduced the number of MA and PhD scholarships, giving priority in the latter part of the grant to emergent institutions in Gaza and Hebron.
- "Assist the Agricultural College (Hebron) in addressing its needs:" This has not yet been implemented due to funding and management problems beyond AMIDEAST's control.
- "Provide opportunities for Gaza post-secondary faculties to improve their English:" ESL opportunities for post-secondary faculties in Gaza are now available through AMIDEAST-sponsored language classes provided by two full-time resident ESL teachers and supported by an ESL Coordinator in Jerusalem.
- "Assist selected universities to develop public administration programs:" Planning for public administration programs was delayed due to the extended forced closure of West Bank universities. Peace talks

subsequently provided a new context for discussing public administration. AMIDEAST is in touch with local stakeholders and stands ready to play a supportive role in future public administration initiatives.

- **"Support selected universities to strengthen public health programs:"** Planning for public health programs was delayed due to the closure of West Bank institutions.
- **"Continue to provide third country and U.S.-based training in technical subjects:"** AMIDEAST records show that out of 2,860 participants, 79% were trained locally, 8% in a third country notably Egypt and Jordan, 11% received short-term training in the U.S. and 2% were listed as U.S. academics. An unspecified number of local trainers were former participants.
- **"Promote opportunities for educators to formally meet:"** The education network program in Ramallah provides an opportunity for participating secondary school teachers to meet regularly and share professional experiences.
- **"Expand university-business links and increase internships available:"** The business/university linkage program proved unsuccessful and has been redesigned as continuing education. Despite intensive efforts AMIDEAST was unable to increase the number of internships or secure the support of local businesses. The continuing education approach, however, is receiving greater support by the university and business communities, and should prove to be effective.
- **"Expand program of training and technical assistance for the private sector:"** Two project coordinators were hired to expand the program of training and technical assistance to private businesses.
- **"Expand emergency medical training:"** AMIDEAST carried out a major effort to expand emergency medical training which was well received by local groups and considered to be one of the most effective training programs since the midterm evaluation.
- **"Identify and train municipal personnel in waste-water management:"** AMIDEAST concluded that since other PVOs were working in this area, it would not be a good use of their project resources to move into this area of training.
- **"Develop criteria to decide where participants should be trained, i.e. U.S., local, or third country:"** In the last year AMIDEAST developed criteria for reviewing and screening requests for training and developed a regional training manual.

### **III. LESSONS LEARNED AND FUTURE PROSPECTS**

#### **A. Lessons Learned**

1. *Promoting institutional development under the burden of military occupation poses numerous challenges, some of which cannot be influenced by a project of this type.*

Institutional development is a long-term process that needs nurturing, and professionals working in this area face challenges and obstacles even under the best of circumstances. But under conditions such as those inherent in the Occupied Territories, this task becomes even more daunting. An important lesson to be learned, therefore, is that expectations for significant change need to be tempered against the realities of the environment in which institutions are trying to operate.

AMIDEAST's experience testifies to the frustrations of working in an abnormal environment, where planning is often thwarted and schedules are seldom reliable. Working with institutions has been a highly "labor intensive" process as the semiannual reports and recent evaluations have repeatedly shown. Valuable time and energy have often been spent in attempting to resolve the most commonplace of issues and agreements.

Cultural problems, too, have hampered progress. Long lead time has been necessary to get affirmative responses to training because of cultural resistance. Attitudes of target groups had to be changed dramatically before the question of development of staff and institutions could be dealt with effectively. Most Palestinians held a negative opinion of training, reserving their respect only for degree-granting programs.

In the absence of Palestinian autonomy and a self-determining public bureaucracy that can address higher level policy issues, institutional development on a wide scale will continue to be frustrated, and interventions will be guided by "targets of opportunity," which are not good substitutes for well-planned and executed programs of institutional development and organizational change.

2. *Given the number of variables affecting organizational development, even in smaller institutions, it is not always clear to what extent specific changes can be directly attributed to AMIDEAST's intervention.* It is important that both A.I.D. and AMIDEAST understand the roles and limitations of HRD III as a change agent. Training is an important part of, but not the sole solution for, institutional development in the Territories. Other problems are derived from management styles, financial constraints, and, of course, the effects of military occupation. For example, several institutions of higher education in which AMIDEAST has invested considerable resources over the years are in jeopardy of closing due to financial problems brought on by the Gulf War.

3. *Strategic planning is an important tool for managing large and complex projects, particularly those which operate in an unstable environment such as exists in the Occupied Territories.* Having a clear vision helps organizations to respond effectively to changes in their task environment which otherwise can distract valuable resources and

compromise what otherwise might be significant benefits to the target groups. It is clear, for example, that during the evolution of the Human Resources Development Project under successive grants since 1978, the Project has experienced radical changes, coming not only from the rigors imposed by the occupation and the Intifada, but also from new expectations for project accountability that originated in A.I.D. The new expectations have put pressure on the Project leadership to respond in new and unfamiliar ways.

In earlier periods of the grant, the practices and attitudes of U.S. donor agencies were more entrepreneurial, and the dominant style of many of the early field directors was characterized by a sense of advocacy for Palestinians and their cause. Professional attitudes toward management were less in vogue and accountability as practiced by sympathetic A.I.D. officials did not necessarily link funding to measurable programmatic achievements. The legacy of that early "A.I.D./PVO culture" is still there, and explains much of why projects in the West Bank and Gaza have been criticized when measured against current standards of achievement.

This situation, however, is changing. Accountability is an important watchword, and it demands professional management of resources. HRD's new leadership must engage in strategic planning to determine what role they intend to play in the emerging economies of the West Bank and Gaza and how equipped they are to play it. After answering those strategic planning questions, they must define a mission, which will then put the project in a position to set clear goals and objectives, and the criteria for selecting grant proposals that will address them.

4. *Project managers have ongoing responsibilities for assisting in the monitoring and evaluation of their activities, and, it is important that these roles and responsibilities be clearly defined so that ex-post evaluations can make credible statements about the impact of their work.* In the case of HRD, A.I.D.'s prescription in the PPI's was that impact could not be measured during implementation; therefore, A.I.D. and AMIDEAST agreed to hold evaluations every three years to measure impact. AMIDEAST, in fact, has made regular reference to this agreement, and cites it in their semiannual progress reports to A.I.D.

It is the Team's assessment that there arose some confusion around this point, and that AMIDEAST interpreted the agreement concerning impact evaluations to mean that it didn't have to employ systems to monitor the flow of inputs, outputs, effects and their linkage to desired impacts. This is unfortunate for a couple of reasons. First, it creates a level of discomfort on the part of the donor (A.I.D. in this case) in not knowing what they can expect to gain from their contribution to the development process. Second, it puts the project implementors in a position of second-guessing both the characteristics of success and of failure in terms of how their intervention might be making a difference. Finally, it misses an opportunity to contribute to the larger state of knowledge about development, in this case, lessons about how to deliver training that addresses a broader objective of institutional development.

## **B. Future Prospects**

AMIDEAST and A.I.D. have laid a foundation that Palestinians have come to respect. AMIDEAST has already accomplished a great deal in the Territories despite the daunting obstacles, and the project staff are tackling management issues in earnest. This next phase of AID's intervention in the West Bank and Gaza promises to be very dynamic and very interesting.

AMIDEAST has demonstrated the ability to collaborate successfully with a number of local training partners in different sectors. Helping these local institutions to develop their ability to better serve their communities offers good potential for long term success. This approach would also provide AMIDEAST an opportunity to build a more focused development strategy -- helping specific training institutions to evolve.

The evaluators found that several new organizations might be worthy candidates for partnering with AMIDEAST in delivering training. Most of these have already been mentioned earlier; the university-based business development centers and continuing education departments, and the Federation of Palestinian Women/Action Committees. In Gaza, the Union of Industrialist, with its small business membership, looks promising. Assisting in development of the tourism industry (through training) is likewise an appropriate activity. Health and continuing education for nursing are still areas where AMIDEAST can be especially effective.

Before completing its planning for the next grant, AMIDEAST might consider conducting a creative planning exercise with key staff along with outside informants (perhaps comprised of potential partners or 'think tank' consultants from say, the Arab Thought Forum.) The purpose of the exercise might be to develop several new options for provided assistance to AMIDEAST's priority sectors. AMIDEAST might also reexamine the opportunities mentioned in the sectoral reports by the Policy Research Incorporated.

In sum, the evaluators feel that one of AMIDEAST's best prospects for the near future lies in assisting emerging institutional partners to continue growing, and in developing them into change agents which in turn will add value to their own human resources.

# Appendices

## **APPENDIX A:**

### **SCOPE OF WORK AMIDEAST GRANT NO. ANE-0159-G-88-7050 PROJECT NO. 398-0159.25**

#### **I. PURPOSE**

The following are the objectives of the evaluation:

1. Evaluate the grantee's success in accomplishing its planned objectives;
2. Assess the results achieved, the relevance and appropriateness of training and, to the extent possible, the project's impact, including economic, social and institutional strengthening impact;
3. Document lessons learned to be applied in the implementation of any new cooperative agreement.

AMIDEAST headquarters and Jerusalem and Gaza field offices will provide the Contractor with background documents, reports and records that describe on-going and completed activities funded by A.I.D. in the West Bank/Gaza. In addition, the A.I.D. Affairs Officer or designee at the Consulate/Jerusalem and the A.I.D. Affairs Officer or the Economics Officer at the American Embassy in Tel Aviv will provide the evaluation team with relevant information and guidance.

#### **II. DESCRIPTION OF THE PROJECT TO BE EVALUATED**

AMIDEAST, founded in 1951, is a private, non-profit organization promoting understanding and cooperation between Americans and the people of the Middle East and North Africa through education, information, and development programs. In addition to their Washington, D.C. Headquarters, AMIDEAST has field offices in Egypt, Jordan, Lebanon, Morocco, Syria, Tunisia, Yemen, Kuwait, Bahrain, as well as in the West Bank/Gaza Strip.

The West Bank/Gaza office was founded in 1958, primarily for educational advising and testing. Since that time, AMIDEAST Jerusalem has also been involved in educational and training program administration. Additionally, through technical assistance projects, AMIDEAST has supported development of the technical and administrative capabilities of Palestinian institutions, with particular emphasis on educational institutions, health care facilities, small businesses and non-government organizations. With funding from A.I.D., AMIDEAST has contributed significantly to the education and training of Palestinians who work at various levels in all sectors in the Occupied Territories with an emphasis on higher education and health.

AMIDEAST has received a number of A.I.D. grants, the latest of which is the Human Resources Development Project (HRD III). This

grant was signed in September, 1987; the health manpower component was added in September, 1989, and the Basic Education and ESL components were added in 1990. Originally a three-year grant, an amendment extended the project completion date to 9/30/93. The total funding level is \$17,414,218 of which \$12,433,776 was obligated as of July, 1990; approximately \$3.5 million remains in this grant.

The project goal is

to promote economic and social development in the Occupied Territories.

Its purpose is to strengthen the technical, managerial and fiscal capacities of the private sector and non-governmental public institutions to deliver essential educational, medical, agricultural, commercial, industrial, municipal, and social services. To this end, AMIDEAST activities include limited U.S. graduate training, short-term U.S.-based and third country technical training, local training in the form of seminars, workshops, internships, and on-the-job training; technical assistance utilizing local and expatriate consultants; applied research grants; material assistance in support of training objectives (principally books audio-visual materials and limited equipment), and conference attendance grants.

AMIDEAST's eight project components, and their related objective(s) are as follows:

1. Faculty Development: Strengthen the faculties, staffs and capabilities of the West Bank/Gaza institutions of higher education.
2. Institutional Development: Strengthen administrative and managerial, and planning capacities of targeted institutions.
3. Professional Development: Improve technical skills in critical development areas to increase professional self sufficiency in the West Bank/Gaza.
4. Small Business Development Program: Promote the creation and expansion of small businesses and support institutions providing services and technical assistance to the private sector.
5. Business-University Linkages Program: Improve the universities' responsiveness to the needs of the private sector; encourage the private sector to use West Bank/Gaza graduates as employment pools and West Bank/Gaza institutions as sources of technical assistance.
6. Health Manpower Development: Increase the pool of health practitioners (allied health personnel, nurses,

administrators); increase pool of health educators; improve management of facilities including record-keeping, improve access of health personnel to information resources; improve the ability of Palestinian health personnel to plan, coordinate, research, and finance health services; institutionalize continuing education within clinical settings.

7. **Basic Education:** Strengthen and upgrade the quality of learning and instruction in primary and secondary schools in the West Bank/Gaza; promote creativity, innovation and action research to tackle educational problems.
8. **English as a Second Language (ESL):** Upgrade the English language skills of potential HRD participants to enable them to access professional training, and increase the English communication skills of key development institutions.

### **III. STATEMENT OF WORK**

#### **A. General**

The frame of reference for the evaluation and for assessing to what extent project objects and input/output targets have been achieved will be the grant agreement, the logframe, project performance indicators (PPIs) and the evaluation completed in January, 1990. NOTE: See AMIDEAST 3/1/90 Grant Request as well as Ponasik report for indicators. Relevant portions of these documents will be provided to the evaluation team, as will other documents as appropriate. It was agreed with A.I.D. in October 1989, that an evaluation of purpose-level (impact) indicators would be scheduled every three years; the period to be evaluated at this time is 1987 through early 1993, with emphasis on the period from 1989 (the most recent evaluation) to early 1993.

It should be noted that, for much of the period of the grant, the universities with which AMIDEAST works closely were legally closed, primary and secondary schools in the West Bank have been closed, and other institutions have experienced disruptions in services due to closures and strikes. Information regarding the impact of these events on AMIDEAST's activities are described in semi-annual reports. General discussions of the educational sector are found in other reference documents.

#### **B. Personnel Requirements and Qualifications**

There will be four team members, two international consultants and two Palestinians. Given the importance of ensuring that Palestinian women have access to educational and training opportunities, at least one team member will be a woman. One of the international consultants will be designated the team leader; s/he will be responsible for managing the team schedule, assigning

tasks to team members, and insuring the timely completion of a quality evaluation report. Team members must be able to operate independently as well as a team for interviews, site visits, and drafting portions of the evaluation report.

International consultants should have a minimum of seven and preferably ten years of previous successful international development experience. Prior work experience in the Middle East, familiarity with the socio-political conditions of the area and Arabic language capability are all desirable but not required qualifications.

Palestinian team members should be experienced technical specialists, be resident in the Occupied Territories, fluent in Arabic and English, and have good conceptual and writing skills, enabling them to draft portions of the report independently. Specifically, the Contractor will provide the following personnel:

1. International Consultants

- a. Specialist with advanced degree and experience in human resources development (HRD) or higher education, preferably with knowledge of and experience in education and training in developing countries. This person should also have a demonstrated knowledge of and experience with data collection techniques and monitoring and evaluation systems appropriate for use by PVOs engaged in education and training. Additional experience in planning, implementing and/or evaluating education and training programs designed for health and/or private sector enterprise personnel is preferable.
- b. Specialist with advanced degree and experience in training or human resources development, including experience in planning, implementing and evaluating short-term local and overseas training programs. Additional experience in planning, implementing and/or evaluating education and training programs designed for health and/or private sector enterprises is preferable.

2. Palestinian Technical Specialists

- a. Health specialist with advanced degree in the field of health including public health, health administration, training or education. Experience related to training/education in the health field. Ability to evaluate the appropriateness, effectiveness and impact of health training programs. The consultant should also have practical experience or substantial knowledge of non-government organizations and an ability to analyze the costs of operations and management plans in his/her field.

- b. Business specialist with advanced degree related to business management, training, human resources development or other relevant area. Ability to evaluate the appropriateness, effectiveness and impact of business training programs. The consultant should also have practical experience or substantial knowledge of non-government organizations and an ability to analyze the costs of operations and management plans in his/her field.

If one of the above Palestinian consultants is not from the Gaza Strip, an additional consultant should be retained to work with the international consultants in the Gaza Strip to facilitate entry to institutions and organizations and to serve as a resource person in general in that area. NOTE: The contractor is responsible for assuring that Palestinian team members secure required permits to travel throughout the West Bank and Gaza during their assignment.

### C. METHODOLOGY

The evaluation will consist of three components: preparation, site visit to the West Bank/Gaza Strip and completion of the final report. The A.I.D. Affairs Officer in Jerusalem will be the principal point of contact and coordination for this evaluation; however, the team will coordinate with the A.I.D. Affairs Officer or his designee in Tel Aviv concerning site visits in the Gaza Strip.

The team will evaluate the entire range of education and training activities undertaken by AMIDEAST during project implementation. At a minimum, the team will:

- \* interview all AMIDEAST headquarters and field staff currently assigned to the project,
- \* communicate with Amideast personnel in Cairo and Amman for their input on 3rd country training activities,
- \* review program records,
- \* select and visit a representative sample of approximately 15-20 of institutions served by AMIDEAST in the West Bank and Gaza,
- \* interview a sample of trainees for each of the eight components, and
- \* collect other relevant data as necessary.

To ensure that findings and recommendations are most helpful to the current and future AMIDEAST projects, information should be

collected from: 1) 4 of the seven universities in the Occupied Territories, 2) at least five of the hospitals and health training institutions with which AMIDEAST has worked, and 3) five each of the charitable associations and industrial/enterprise organizations with which AMIDEAST has worked. Other institutions should be visited for less intensive data collection.

### C.1 Tasks

The tasks to be carried out by the team are as follows:

#### Preparation in the U.S. (three days)

- 1) review available documents provided by A.I.D.;
- 2) meet with A.I.D./W and participate in a team planning meeting; and
- 3) meet with project personnel at AMIDEAST - Washington to assess placement/monitoring of project participants, review project records on technical assistance and materials assistance programs, and determine what participant information from the databases maintained in Washington is needed to assist in conducting data collection in the West Bank and Gaza. (estimated time: 1 day)

#### Site Visit (four weeks)

- 1) Participate in a briefing with the A.I.D. Affairs Officers for the West Bank and Gaza Strip (and other USG officials as appropriate). These briefings will be held in Jerusalem. The team should collect any additional useful resource materials from the A.I.D. Affairs Officers.
- 3) Organize a team planning meeting with the Palestinian team members, during which the evaluation team will develop an evaluation work plan including the protocols and methodologies it plans to use such as data collecting techniques. These techniques might include interviews with former trainees and their supervisors and focus groups with participants in local training activities.
- 4) Present the evaluation plan to the A.I.D. Affairs Officers and AMIDEAST for review and comment.
- 5) Finalize any data collection materials.
- 6) Meet with representatives of the AMIDEAST in Jerusalem and Gaza and communicate with Cairo and Amman personnel.
- 7) Implement data collection activities, including

interviewing AMIDEAST staff, visiting AMIDEAST program sites, interviewing beneficiaries, and other tasks as necessary and appropriate.

- 8) Prepare draft evaluation report based on the outline included as Appendix 1 to this Scope of Work.
- 9) Conduct a detailed oral briefing and present copies of the draft evaluation report to AMIDEAST and the A.I.D. Affairs Officers for the West Bank and Gaza Strip.

Follow-up and Preparation of Final Report (one week)

- 1) Present a copy of the draft report to A.I.D./W and conduct an oral briefing for A.I.D./W and AMIDEAST.
- 2) Revise the draft report based on comments received from A.I.D./W, the A.I.D. Affairs Officers for the West Bank and Gaza Strip, the Embassy/Tel Aviv, the Consulate/Jerusalem and AMIDEAST.

The team will function independently, but with assistance from and coordination with the A.I.D. Affairs Officers for the West Bank and Gaza Strip and with AMIDEAST. The team will arrange its own meetings and make weekly oral progress reports to the A.I.D. Affairs Officers for the West Bank and Gaza Strip.

C.2 Illustrative Schedule

An illustrative schedule follows:

- |            |   |
|------------|---|
| Week 1:    | preparation in Washington, D.C., travel to Jerusalem and preparation in Jerusalem   |
| Weeks 2-5: | data collection in the West Bank and Gaza Strip; preparation of a detailed outline of the draft report, including identification of preliminary findings, and conduct of a briefing for AMIDEAST staff at the end of the third week   |
| Week 6:    | present a detailed oral briefing and outline of the evaluation report to the A.I.D. Affairs Officers at the beginning of the week, preparation of the draft report and presentation of the draft final report to the A.I.D. Affairs Officers prior to departure; conduct of the briefing meeting for A.I.D./W staff upon return from the field. |

The team leader will have lead responsibility for revising the report based on A.I.D. comments. The contractor will prepare and

distribute the final report to A.I.D. in Washington and in the WB/G and to AMIDEAST Washington and WB/G within two weeks of receipt of A.I.D.'s comments.

### C.3 Questions to be Addressed in Evaluation of AMIDEAST

The Contractor will produce an evaluation report that addresses questions including, but not limited to, those listed below. The questions are presented in five sections: a) key general questions concerning the grant, b) questions related to each of the components to be evaluated, c) questions concerning social and economic issues related to the grant, d) gender-related questions, and e) questions related to lessons learned from the grant. The consultants are asked to make specific recommendations for improvement where appropriate.

#### (a) Key Questions

- Were the project purpose and outputs achieved and how did the outputs relate to and contribute to achievement of the purpose?
- Are there gaps between what was achieved and what was planned? Explore and explain the reasons why or why not.
- What were the planned versus actual inputs and, if different from planned, why? How did this affect the planned outputs?
- Was there adequate needs assessment and planning (including feasibility studies as appropriate) preceding the decisions to implement a specific activity?
- Were the education and training programs well designed?
- How relevant and appropriate was the training in terms of areas in which training was offered and training content?
- Comment on A.I.D./Jerusalem, A.I.D./Tel Aviv and A.I.D./W management in connection with this project. Any recommendations for improvement?
- Is the AMIDEAST monitoring and data collection system appropriate and effective? How does AMIDEAST measure the impact of its activities; for example, are pre and post training assessments of knowledge, attitudes and practice carried out for each local training activity? How is the impact of long term overseas training measured? How is the impact of institutional strengthening measured? Do the semi-annual reports adequately reflect the scope and nature of AMIDEAST's activities? Make specific

recommendations for improvement.

- What is the status and use of the PPI system and what improvements could be made?
- Is AMIDEAST's management of the project effective, efficient and appropriate (including staffing)? Comparatively, how effective and efficient is AMIDEAST project management at the Headquarters and in the two field offices? If appropriate, make specific recommendations for improvements.
- How does AMIDEAST coordinate with other donors and PVOs to ensure complementary and non-duplicative activities?
- Is AMIDEAST attempting to implement activities in too many sectors? What is the potential for AMIDEAST to focus and concentrate and how is the PVO planning to do so?
- Are all of the activities implemented by AMIDEAST clearly related to one or more of the project objectives? If not, how were activities selected and why? (For example, does the conference funding specifically relate to one or more of the eight objectives?)
- Has the focus on institutional development been adequately addressed in project activities? Could the eight distinct project components be streamlined to ensure that they are directly related to the project purpose of institutional strengthening? Are the objectives too broad, too narrow or appropriate in relationship to the purpose?
- How are priorities for funding determined and to what degree are former trainees' recommendations taken into account?
- What has been the linkage between AMIDEAST's training and development activities and any planning by Palestinian NGOs, PVOs and other interested organizations, including, for example, the Council on Higher Education and the emerging Palestinian planning organizations? Has the shift in focus from overseas to local training strengthened the capabilities of the local institutions? If so, in what ways? If not, why not?
- Are trainees participating in overseas training activities adequately prepared for their educational/training experience? Are long term trainees adequately prepared for "re-entry" into their work situation upon completion of training? Is there some

mechanism to help the institutions ensure that trainees maintain their knowledge and skill levels? How many trainees have not returned to WB/G upon completion of their studies?

- What changes could be made in AMIDEAST objectives and activities to improve cost effectiveness of the education and training activities?

(b) Project Achievements and Impact Questions

The Contractor will assess project achievements and, to the extent possible, project impact by addressing the following questions and will supplement these with other relevant questions.

\* Accomplishment of project objectives:

1) & 2) **Faculty and Institutional Development**

What criteria were used in selecting institutions of higher education to strengthen the capabilities of faculties and other staff?

How were the types of training programs selected?

How were the faculty and staff trainees selected?

How has AMIDEAST strengthened the capacity of the institutions with which it has worked? Have they benefitted from AMIDEAST's support in ways other than institutional strengthening? What factors have facilitated such strengthening and what have been the barriers?

How has AMIDEAST increased the capabilities of faculties and staff persons in the institutions it has served? What evidence is there that the participants have benefitted from the training received?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

Have there been gaps that should be addressed?

What improvements can be made in the future in faculty and institutional development?

3) **Professional Development**

How has AMIDEAST identified the critical development areas for which technical training is provided? How have institutions and participants been selected for participation in such training?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

What improvements can be made to strengthen future professional development training?

**4) Small Business Development**

How many small businesses and what types have been served directly or indirectly by AMIDEAST? What types of training have been provided?

How have the businesses benefitted (increased profits?) from training and technical assistance provided by AMIDEAST?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

How can small business development training be improved in the future?

**5) Business-University Linkages**

How have AMIDEAST's initiatives aided in promoting linkages between Palestinian universities and the private sector?

To what degree, and how has the private sector utilized West Bank/Gaza graduates of AMIDEAST training and institutions that participated in AMIDEAST programs?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

What improvements can be made in future training to enhance business-university linkages training?

**6) Health Manpower Development**

What criteria were used in determining health manpower deficiencies in West Bank/Gaza?

What criteria were used in identifying comprehensive in-service training and continuing education programs for health professionals?

How were health personnel identified and the training needs assessed, by institution?

Has AMIDEAST been successful in increasing the capabilities of health personnel by improving their technical proficiency, clinical problem-solving ability, and other skills identified by AMIDEAST as in need of improvement? If so, what evidence is there that they and their institutions have benefitted from the training received?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

Has Amideast health training been adequately coordinated with health-related activities of other PVOs and donors?

What improvements are needed in future health training?

**7) Basic Education**

What criteria were used in determining specific educational problems to be addressed?

What new curriculum techniques were promoted? How and by whom were these teaching techniques selected?

Had these new techniques been proven successful in other educational communities? Based on what criteria?

How was information regarding new curriculum techniques passed on to the education community?

What impact have the activities had on beneficiaries' knowledge, skills, and attitudes with respect to their particular job/role in the sponsoring institution?

Is basic education an area in which Amideast should continue training? If so, what improvements can be made in future training?

**8) English as a Second Language**

To what degree have participants accessed professional training sponsored by AMIDEAST or any other donor or organization as a result of participating in AMIDEAST ESL programs?

How have the "special purpose" ESL programs for institutions benefitted the institutions?

What impact have the activities had on beneficiaries' knowledge, skills, attitudes with respect to their particular job/role in the sponsoring institution?

What success has Amideast had in developing a Palestinian capability to provide ESL training?

What improvements can be made in future ESL training?

**c) Economic and Social Benefits/Costs**

What have been the economic benefits of the different AMIDEAST education and training activities, insofar as these benefits can be quantified?

Have the economic and social benefits of the educational and training activities undertaken by AMIDEAST been equitably shared across institutions and geographic areas?

**d) Gender-Specific Issues**

How were the interests and roles of women (compared to men) taken into account in review and approval of the educational and training activities?

Were gender-specific data available for each stage of planning for the educational/training activities?

**e) Lessons Learned/Issues Related to Current Project**

What are the principal lessons learned from this project in its various stages and from the history of AMIDEAST's education and training projects in West Bank/Gaza?

How was this information applied from HRD II to the

design of HRD III?

How is the information being used in the design of the new project?

What lessons are relevant to the A.I.D. West Bank/Gaza program in general?

## **VI. LOGISTICAL AND ADMINISTRATIVE SUPPORT**

The Contractor is responsible for all logistical support for the evaluation team and contracting arrangements with the Palestinian team members. Palestinian team members must be approved by A.I.D./W and by the Consulate and the Embassy. A.I.D. has requested the assistance of A.I.D. staff, the Embassy and the Consulate in identifying candidates. The Contractor also may contact potential candidates for approval. A.I.D. will seek AMIDEAST concurrence on the evaluation team proposed.

Office space, transportation (vehicle, chauffeur, etc.), word processing, translation, typing, printing and similar services will not be provided by the A.I.D. Affairs Officers, the Embassy or the Consulate/Jerusalem. Team members are advised to carry with them their own word processing equipment. The Contractor is authorized to use funds provided in this PIO/T to secure adequate word processing and micro-computer support and to hire services as required.

## **VII. DELIVERABLES**

The team will be responsible for producing an evaluation report that addresses the tasks presented in this scope of work. At the beginning of the 4th week, the evaluation team will present a detailed oral briefing and an annotated outline of the evaluation report to the A.I.D. Affairs Officers and representatives of the Embassy/Tel Aviv and the Consulate/Jerusalem, who will provide the evaluation team with comments on the outline. Based on these comments, at the end of the 4th week, the evaluation team will provide the A.I.D. Affairs Officer/Jerusalem with six copies of the draft evaluation report; one for each of the A.I.D. Affairs Officers, one for the Embassy/Tel Aviv, one for the Consulate/Jerusalem, and two copies for AMIDEAST/Jerusalem and Gaza.

Upon its return to Washington, and one week prior to the scheduled briefings in Washington, the team will present copies of the same draft to the A.I.D. West Bank/Gaza Program Office. A.I.D. will provide comments and input within two weeks of the oral briefing. The written comments will represent the coordinated views of A.I.D./W, the A.I.D. Affairs Officers, State, Embassy/Tel Aviv, Consulate/Jerusalem, and AMIDEAST (headquarters and field offices).

Upon receipt of the written comments, the contractor, in the person of the team leader, will work up to five days to finalize the evaluation document. The Contractor will distribute the final report to A.I.D. Washington (7 copies to the A.I.D. Project Officer), to A.I.D. WB/G (4 copies), to AMIDEAST Washington (2 copies), and to AMIDEAST WB/G (2 copies). The final report will be submitted not later than two weeks after the Contractor receives the written comments.

The Contractor will provide A.I.D./W with a disc containing the text of the report in Work Perfect 5.0 or 5.1. The format for the report should conform to the following guidelines and will contain the following sections:

1. Basic (Project) Evaluation Sheet, part 2 (one page)
2. Executive Summary (3-5 pages, single spaced)
3. Contents/Main Text (Maximum 50 pages single spaced)

Describe briefly the context in which the project was developed and implemented. (The impact of the Intifada, the Gulf War and general operating constraints are well-documented. Therefore, the team should not devote more than 1-2 pages to background on these subjects).

The report will provide evidence and analysis which form the basis for conclusions and recommendations. The evaluators will clearly distinguish between their findings and their conclusions and the recommendations that follow. Appendices may include additional supporting analyses and data.

4. A short and succinct statement of conclusions and recommendations that are mutually supporting. When possible, recommendations should indicate who should take responsibility and when for the recommended action.
5. Appendices will include the following:
  - a. Evaluation scope of work
  - b. Logical frameworks and PPIs
  - c. Description of the methodology used in the evaluation (e.g., protocols, indicators for measurement of impact)
  - d. Bibliography of documents consulted
  - e. List of persons contacted/interviewed, sites visited
  - f. Other

#### VIII. LEVEL OF EFFORT

The estimated level of effort for each team member is as follows:

- \* international consultant (team leader) - 36 days  
(including 27 days in the field)
- \* international consultant - 33 days (including 27 days in  
the field)
- \* Palestinian consultants - 28 days each

The international and Palestinian consultants are authorized a six-day week in the field.

## **References**

**Project Proposal 1987-1990**

**Implementation Plan: Small Business and Business-University  
Linkages**

**Health Manpower Development Program Description**

**March 1, 1990 Grant Request**

**Amideast and Local Palestinian Institutions, 11/88, Gentry**

**A.I.D. Program Strategy, West Bank and Gaza, 1993 - 1997**

**Recent semi-annual reports**

**Ponasik report section on Amideast Project Performance Indicators**

**ARC (Lizzio) 12/92 report on Information systems: Section on  
Amideast**

**Evaluation report and evaluation summary (PES), 2/90**

**Dot Young field visit meeting notes, (Amideast), October 5 -31,  
1992**

## **APPENDIX B:**

### **KEY INSTITUTIONS CONTACTED DURING FINAL EVALUATION**

#### **Grant Component: Small Business Development**

Badran Textiles (Tulkarem)

Bank of Palestine (Gaza)

Golden Sweets (Nablus)

Lawrence Tours (Jerusalem)

Modern Beverage Company (Ramallah)

National Foundation for Investment and  
Development (Jerusalem)

Rosary Sisters (Jerusalem)

Union of Industrialists (Gaza)

Turbo Computers (Ramallah)

#### **Grant Component: Health**

Maqassed Hospital (Jerusalem)

Augusta Victoria Hospital (Jerusalem)

Ahli Arab Hospital (Gaza)

Ittihad Hospital (Nablus)

Hebron Pediatric Hospital

Patients Friends Society (Hebron)

Red Crescent Society (Hebron)

Abu Rayya Rehabilitation Center (Ramallah)

Gaza Community Health Clinics

Red Crescent Society (Gaza)

Arab Medical Center (Ramallah)

#### **Grant Component: Faculty Development**

Arab College of Medical Professions

Birzeit University

Bethlehem University

Gaza Islamic University

Ibrahimiyya College (Jerusalem)

#### **Grant Component: Basic Education**

Friends' Schools, Ramallah

Tamer Institute for Community Education  
(Ramallah)

#### **Grant Component: Multisectoral**

##### **Local NGOs**

YMCA Vocational Training Center  
(Jericho)

Federation of Palestinian Women (Beit  
Hanina)

Bethlehem Arab Society

Economic Development Group (Jerusalem)

Early Childhood Resource Center  
(Jerusalem)

##### **Municipalities**

Gaza Municipality

Nablus Municipality

Bethlehem Municipality

##### **Other**

United Engineering Group (Gaza)

United Nations Development Programme

Arab Thought Forum (Jerusalem)

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## APPENDIX C:

### KEY INFORMANTS

#### Grant Component: Small Business Development

Dr. Ma'rouf Al-Asmar, Director, Small Business Development Center, Bethlehem University

Dr. Hind Salmaan, Small Business Development Center, Bethlehem University

Hani Abu Dayyah, NET Tours and Higher Council of Tourism

Fadia Amasheh, Accountant, Golden Sweets Factory, Nablus

Sister Imiliana Qandah, Instructor, Rosary Sisters, Jerusalem

Charles Shammas, Program Director, MATIN (Ramallah) and Founding Member Palestinian Trade Promotion Organization

Dr. Hazem Sunnar, Executive Director, National Foundation for Investment and Development (NAFID), Jerusalem

Rami Shaker, Executive Director, Union of Industrialists, Gaza

Nasser Sarraj, Secretary General, Union of Industrialists, Gaza

Sabri Tanneh, Owner, Nabil's for Electrical Equipment, Tulkarem

Victor Cerna, Manager, Turbo Computers, Ramallah

Sani Meo, Director, Turbo Computers, Ramallah

Bassam Khouri, Owner and Manager, Shifa Pharmaceuticals

#### Grant Component: Health

M. Abu Gharbiyah, Board member, Red Crescent Society, Hebron

A. Abu Karyam, Director, Red Crescent Society, Gaza

M. Aghazi, Board Member, Ahli Hospital, Gaza

M. Anani, PR Officer, Red Crescent Society, Hebron

M. Ayed, Board Member, Ahli Hospital, Gaza

Y. Damarah, Administrative Director, Ittihad Hospital, Nablus

M. Farid, Hospital Director, Ittihad Hospital, Nablus

Ghazi Hanania, Chair Board of Directors, Abu Rayya, Ramallah

M. Naja, Administrator, Gaza community mental health clinics, Gaza

R. Skandar, Education and Training Coordinator, Gaza mental health clinics, Gaza

M. Tamimi, Medical Director, VP Board of Trustees, Patients Friends Society, Hebron

S. Tarrazi, Assistant Director and Board member, Ahli Hospital, Gaza

A. Thalji, Hospital Director, Maqassed Hospital, Jerusalem

Khalid Younes, Chief Laboratory Technician, Arab Medical Center and Assistant Professor, Arab College Medical

#### Grant Component: Faculty Development

Brother Neil Kieffe, FSC, Academic Vice President, Bethlehem University

Dr. Varseen Aghabekian Shaheen, Director of Nursing and Assistant Professor, Arab College of Medical Professions

Dr. Adnan Al-Qazzaz, Acting President, Gaza Islamic University

Haifa Baramki, Director, Continuing Education Department, Birzeit University

Wajdi Abu Gharbiyya, VP Community College, Ibrahimiyya College, East Jerusalem

#### Grant Component: Basic Education

**Munir Fasheh, Director, Tamer Institute for  
Community Education, Ramallah**

**Khalil Mahsheh, Member of the executive,  
Education Network Programme, Ramallah**

**Grant Component: Multisectoral**

**Local NGOs**

**Mazen Hashweh, Director, YMCA Vocational  
Training Center, Jericho**

**Edmund Shehadeh, Executive Director, Bethlehem  
Arab Society**

**Ibrahim Matar, Founding Member Economic  
Development Group and Arab Development and  
Credit Corporation, Jerusalem**

**Zahira Kamal, Director, Federation of Palestinian  
Women's Action Committees, Beit Hanina**

**Farid Jaber, Program Coordinator, Early Childhood  
Resource Center, Jerusalem**

**Municipalities**

**Elias Freij, Mayor, Bethlehem Municipality**

**Judeh Markus, City Engineer, Bethlehem  
Municipality**

**Zakaria Mekke, General Director, Gaza  
Municipality**

**Akram Hillis, Chief Personnel Department, Gaza  
Municipality**

**Mohammed Zein Ed-Dine, Chief Financial  
Department, Gaza Municipality**

**Khalil Es-Shakra, Engineer, Gaza Municipality**

**Husam Ya'ish, Secretary (O-I-C), Nablus  
Municipality**

**Maher Hanbali, Chief Engineer, Nablus  
Municipality**

**Jawad Shaheen, Water Department Manager, Nablus  
Municipality**

**Mohammed Abu Rabi'a, Electric Department  
Manager, Nablus Municipality**

**Salam Zagha, Power Station Engineer, Nablus  
Municipality**

**Husam Rayan, Power Station Manager, Nablus  
Municipality**

**Other**

**Salah Sakka, United Engineering Group, Gaza City**

**Roger Guarda, Special Representative, UNDP,  
Jerusalem**

**Costanza Farina, Chief Programme Division,  
UNDP, Jerusalem**

**Mufid Shami, Director, Arab Thought Forum**

**Abdel Rahman Abu Arafeh, Arab Thought Forum**

**Amideast Staff**

**Washington, DC:**

**Diana Kamal, Vice President, Education and  
Training Programs**

**Lydia Grebe, Project Coordinator, West Bank/Gaza  
HRDP**

**Kritsen Petelle, Education Specialist**

**Susana da la Torre, Education Specialist**

**Jerusalem:**

**Bruce Stanley, Country Director, HRDP**

**Amal Nashashibi, Assistant Field Officer Director,  
Health Coordinator**

**Rida Baidas, Assistant Project Director,  
Evaluation/Monitoring Officer**

**Ghada Hazboun, Information Systems Specialist**

**Mark Viso, Education Programs Coordinator**

**Wissam Sa'eed, Program Officer, Small Business  
Development**

**Leyla Zuaiter, ESL Program Coordinator**

**Gaza Strip:**

**Ahed Bseiso, Office Manager**

**Basil Eleiwa, Senior Program Officer, Small  
Business Development**

**Fayez Al Wahaidi, Program Officer, Education  
Program**

**Loren Lybarger, Consultant, ESL Program**

**Michael Onushcho, Consultant, ESL Program**

**APPENDIX D:**

**INSTITUTIONAL ANALYSIS**  
**GUIDELINE QUESTIONS**

**Interviewer:**

**Date of Visit:**

**Sector: NGO/Muni, Health, Education, Business**

**Institutional Name:**

**Name/Title of Person(s) Interviewed:**

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**INSTITUTIONAL GOALS**

1. Does institution have a plan for its development? Y/N
2. Is it in writing (Y/N) and has it been shared with those charged with its implementation? Y/N
3. Has the plan been put in practice? Y/N  
Comment:
4. Is human resource development a component of the Plan? Y/N  
Comment:
5. Does human resource development planning include a focus on the interests of women? Y/N

## **TRAINING GOALS**

6. How were specific training needs determined?

\_\_\_\_\_ analysis in relation to plan      \_\_\_\_\_ common sense

\_\_\_\_\_ informal group consensus      \_\_\_\_\_ opportunistic

Comment:

7. What was Amidcast's role in identifying training needs and developing a plan to meet those needs?

Degree of AMIDEAST input into training plan?

High  
1

Medium  
2

Low  
3

Comment:

## **SKILLS ACQUISITION**

8. Skills Transfer

Skill Acquired/Enhanced

Ex. Changed Capability

Technical

**Managerial**

**INSTITUTIONAL IMPACT**

9. How did this effect the institution, i.e. what is institution doing differently/better?

10. What is most valuable training AMIDEAST provided?

	most valuable 1	moderate 2	least valuable 3
professional/technical			
admin/mgr/fin			
short-term US			
3rd Country			
local			

Comment:

11. What is the condition and degree of utilization of material assistance provided by AMIDEAST, i.e. books, equipment. (If applicable)

## **FUTURE COOPERATION**

**12. How can AMIDEAST help you in the future?**

**Note A: Constraints to further institutional strengthening: occupation, funding, shortage of trained staff, lack of equipment, internal resistance, other:**

**Note B: Factors facilitating strengthening.**

**Note C: Training linkages with other institutions.**

**Note D: Economic and social benefits of AMIDEAST involvement with this institution, i.e. new service offered, more people served, cost containment, collaboration with other providers.**

**APPENDIX E:**

**AMIDEAST TRAINEES SURVEY**

1.    **Category:**            Academic                    Technical                    Local Training
2.    **Location:**         U.S.                        Third                        Local
3.    **Duration:**        # Days                    # Months                    # Years
4.    **Sponsor:**         Educational Institutions  
                          Health Organization  
                          NGOs  
                          Businesses  
                          Municipalities  
                          Other
5.    **Field:**            SS/Languages  
                          Business/Computers  
                          Engineering  
                          Science/Math  
                          Education  
                          Medical  
                          Other
6.    **Gender:**          Male                        Female
7.    **Residence:**       West Bank                    Gaza
8.    **Training attended:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Description: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Description: \_\_\_\_\_

9.    **Current job title/position:** \_\_\_\_\_

10.   **Overall how satisfied are you with the training?**

**Very Satisfied**

1

2

**Least Satisfied**

3

65

11. How important to you were the reasons for taking part in the training?

**Very Important**

1

2

**Not Important**

3

Increase Knowledge & Skills

Advancement or Promotion in  
Current Organization

Obtaining Degree/Certification

Getting Better Job

Contributing to WB/G  
Development  
Other

12. How relevant was the training you received to your current job, as well as overall career? (please give examples)

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13. How has your training been recognized by your superiors and colleagues? (i.e., promotion or salary increase; increased prestige or esteem; increased job responsibilities; no recognition)

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14. How satisfied are you with the following aspects of your program?

	<b>Very Satisfied</b>		<b>Not Satisfied</b>
	1	2	3
Program content			
Technical level of program	1	2	3
Program Length	1	2	3
Competence of Instructors	1	2	3
Applicable to your work	1	2	3
Comments.			

#### UTILIZATION OF TRAINING AND TECHNOLOGY TRANSFER

15. Are you able to utilize the ideas and techniques learned from your training program in your present job? (Yes/No?) How? (Examples.)

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16. Have you been able to introduce changes or new ideas in your work as a result of your training program? (e.g. initiate new projects or services; improve procedures or services; use new techniques or equipment) Yes/No? How? (Examples.)

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17. What kind of constraints, if any, prevent you from more fully utilizing your training?

**Major                      Moderate                      Negligible**

Lack of incentive

Lack of support  
services/equipment

Lack of support in my  
organization (from superiors or  
co-workers)

Lack of trained staff

Too many other responsibilities  
Other

#### **TRANSMISSION OF TRAINING**

18. Have you been able to share your new knowledge and/or skills with others in your organization? (Yes/No?) How? (Examples)

	<b>Often</b>	<b>Sometime</b>	<b>Rarely</b>	<b>Not at All</b>
Informal discussion	1	2	3	4
Formal training	1	2	3	4
On-the-job training	1	2	3	4
Written reports	1	2	3	4
Other: _____ (Please Specify)	1	2	3	4

19. Do you think there are still unmet training needs in your work place? (Yes/No?) Explain. (For yourself? For Others?)

## **APPENDIX F:**

### **LIST OF DOCUMENTS AND REFERENCES**

**Project Proposal 1987-1990**

**Implementation Plan: Small Business and Business-University Linkages (12/87)**

**Health Manpower Development Program Description (9/89)**

**March 1, 1990 Grant Request**

**Stanley to Young re: Business-University Program (1/9/93)**

**A.I.D. Program Strategy, West Bank and Gaza, 1993-1997**

**Recent semi-annual reports: 11/92, 9/92, 9/91, 3/91, 9/90, 3/90, 9/89, 9/88,**

**Ponasik report section on AMIDEAST Project Performance Indicators (2/90)**

**ARC (Lizzio) 12/92 Report on Information Systems: Section on AMIDEAST only**

**Evaluation report and evaluation summary (PES), 2/90**

**Dot Young field visit meeting notes, (AMIDEAST), October 5-31, 1992**

**Education and Health Sector Studies, PRI, 10/92**

#### **Additional references:**

- PIR report
- Holmberg report extract
- Eval chart summary
- Health info clearinghouse proposal (this eventually became part of the health manpower development component)
- AID 6/92 comments on AMIDEAST program

**Business Development Program Plan of Action, draft, 4/7/92**

**State of Palestine, Guideline for Comprehensive Development, Center for Engineering and Planning, 2/92**

**HRD Revised Budget, 2/24/93**

#### **Breakdown of LOG trainees:**

- |  |  |
|--|--|
| Academics  | - by Project Component and Institution |
| Academics  | - by Sponsoring Institution            |
| Technical  | - by Project Component and Institution |
|  | - by Sponsoring Institution            |
| Local training   | - by component                         |
|  | - recipient institutions by sector     |
| Distribution of Trainees by training site (i.e. local, 3rd country, USA) |  |

**List of all HRD-III local training programs**

**List of all HRD-III consultants**

**APPENDIX G:**  
**HRD III LOGFRAME**  
**(NARRATIVE VERSION)**

**Amideast Human Resource Development Project**  
**Logical Framework End of Project Status**

**I GOAL**

**A. Narrative Summary**

To promote economic and social development in the West Bank and Gaza Strip.

**B. Objectively Verifiable Indicators**

Economic indicators and employment data.

**C. Important Assumptions**

Stable political and security situation.

**D. End of Project Status**

Economic indicators, including employment data, remain depressed. The unstable security situation and harsh conditions of occupation negatively affect the rate and direction of social and economic development in the Territories. For details, the reader is referred to sector papers prepared in October 1992 by Policy Research Incorporated. Events of note which impacted the environment within which this grant was implemented include: Al-Aksa mosque shooting (10/90), the Gulf War (1-2/1991), Madrid peace talks ((10/91), and the formation of a new Israeli government (6/92).

**II PURPOSE**

**Basic Education**

**A. Narrative Summary**

To upgrade the quality of learning and instruction at primary/secondary levels. To promote action research to solve problems and improve communication among educators. To contribute to the development of a more relevant education system.

**B. Objectively Verifiable Indicators**

Education materials produced, student/teacher evaluation and standardized test scores.

**C. Important Assumptions**

Authorities permit project activities; student/teacher/parent are receptive to new learning methodologies.

#### **D. End of Project Status**

Distance learning materials produced, student/teacher/parent feedback has been supportive and encouraging. Authorities have not interfered with the new program which is being implemented in private schools. This component is in the start-up phase, so test scores are not available

#### **English As a Second Language (ESL)**

##### **A. Narrative Description**

To upgrade English language skills of potential AE participants and to provide ESL training for those seeking professional advancement in their fields.

##### **B. Objectively Verifiable Indicators**

English proficiency of trainees.

##### **C. Important Assumptions**

Qualified expatriate staff can be recruited and training facilities are available. Knowledge of English is an important development tool.

##### **D. End of Project Status**

ESL momentum was disrupted when staff were evacuated during the Gulf War. The program fully staffed by Fall 1992. AE encountered difficulties working with local partners, including British Council, Gaza Islamic University, Hebron Graduates' Union and Al-Najah University. In-house system are now in place to track participants' proficiency over time. AE records currently show that 3 West Bank ESL participants improved their language proficiency to the point they were able to attend short-term training in the US.

#### **Faculty Development**

##### **A. Narrative Summary**

To strengthen faculties and staff of post-secondary institutions; to improve the quality of instruction; to build a capacity to provide in-country training and solve community problems.

##### **B. Objectively Verifiable Indicators**

Percent of faculty receiving long or short-term training, number of faculty with US higher degrees, student/faculty ratios, applied research results, condition of equipment, faculty attending conferences, changes in teaching practice, increased sensitivity to development needs of community.

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### **C. Important Assumptions**

Post-secondary institutions re-open and authorities permit them to engage in limited activity. The institutions remain financially viable.

### **D. End of Project Status**

After an extended closure, all universities were re-opened by 6/92. In the aftermath of the Gulf War, the financial viability of many universities has been noticeably weakened. As indicators for this component are not generally used by AE for planning or management purposes, only limited information is available. Records do show that an estimated 65% of those with MS/PhD degrees and 100% of the faculty at the Arab College of Medical Professions received training through Amideast. In an effort to link universities with community needs, AE has supported the Department of Continuing Education at Birzeit. AE also supported 29 faculty with grants for applied research with community-wide benefit.

## **Institutional Development**

### **A. Narrative Summary**

To strengthen the administrative and management capability of targeted institutions.

### **B. Objectively Verifiable Indicators**


Institutions diversify their funding and have personnel systems, staff development plans, record keeping and management systems and ongoing planning processes in place.

### **C. Important Assumptions**

Authorities allow institutions to function. Administrators and staff are receptive to change. Institutions remain financially stable.

### **D. End of Project Status**

AE has not incorporated these indicators into its data base nor has it collected baseline data to measure change in these areas. AE counts and classifies the number and type of participants, but does not track or report on changes in the variables described above. From data collected in interviews and field visits, the evaluators can cite numerous examples of positive change. EOPS evidence is encouraging, but anecdotal, and deserves further systematic analysis by the grantee.



## **Business/University Linkage**

### **A. Narrative Summary**

To make post-secondary institutions more responsive to private sector needs. To encourage the private sector to look to institutions to meet their technical assistance and manpower needs.

### **B. Objectively Verifiable Indicators**

Universities introduce courses responsive to local needs and collaborate with private sector in curriculum design, work/study programs leading to employment after graduation.

### **C. Important Assumptions**

Economic stability.

### **D. End of Project Status**

Neither universities nor businesses showed much enthusiasm for this component, as originally designed. It also proved labor intensive for AE staff. The extended closure of the universities affected AE's ability to implement this component which was recently re-designed to emphasize continuing education. Overall, three businesses experimented with university trainees. The recently-established Small Business Development Center at Bethlehem University which was set up with AE assistance can be seen to provide valuable services to the private sector.

## **Professional Development**

### **A. Narrative Summary**

To upgrade technical skills in key development areas and to increase professional self-sufficiency.

### **B. Objectively Verifiable Indicators**

Institutions able to utilize/maintain equipment, problem-solve and transfer skills.

### **C. Important Assumptions**

Institutions economically stable and open.

### **D. End of Project Status**

See earlier comments under EOPS, Institutional Development.

## **Small Business Development**

### **A. Narrative Summary**

To promote the expansion of small businesses and to support institutions assisting small businesses.

### **B. Objectively Verifiable Indicators**

Profits/# employees, increase in businesses receiving assistance, institutions reaching larger number of enterprises.

### **C. Important Assumptions**

Economic stability.

### **D. End of Project Status**

See earlier comment under EOPS, Institutional Development.

## **III OUTPUTS**

### **Basic Education**

Planned: individualized instructional materials, teacher training manual, basic education resource center, and newsletter.

Achieved: resource center established and in use; newsletter published quarterly, 242 teachers trained, education network in place and benefitting teachers and educators

### **English As A Second language**

Planned: nominees with adequate English language skills.

Achieved: AE records show that 279 out of 358 participants passed ESL courses. Courses include beginning, intermediate and advanced levels, as well as English for special purposes.

### **Faculty Development**

Planned: 21 faculty with advanced degrees, 261 faculty/staff with academic/technical skills upgraded, 30 completed research projects.

**Achieved: 39 faculty trained at advanced degree level, 111 faculty/staff with academic/technical skills upgraded, 29 faculty received AE grants for applied research.**

#### **Institutional Development**

**Planned: 6 MS prepared administrators, 146 trained managers.**

**Achieved: 3 MS prepared administrators, 58 trained managers.**

#### **Business/University Linkage**

**Planned: 40 students with practical experience**

**Achieved: component re-designed, emphasizing continuing education**

#### **Professional Development**

**Planned: 9 MS prepared professionals, 324 skills professionals**

**Achieved: 6 MS prepared administrators, 92 skills professionals**

#### **Small Business Development**

**Planned: 328 professionals with business skills, equipped small business development center.**

**Achieved: 405 persons with upgraded business skills, BDC in operation.**

#### **IV INPUTS**

**Field Staff: 19 West Bank, 8 Gaza,  
Support Staff: 5 AE/Washington, 5 AE Cairo, 2 AE Amman**

**Budget: \$15.8 million obligation requested for period 9/87 through 12/93.**

**Consultants/Technical Assistance: in small business development, continuing education, planning and evaluation, English as a second language.**

**Material Assistance: computer equipment, medical books, professional publications and periodicals, training materials.**

**Amideast Health Manpower Development Project**  
**Logical Framework End of Project Status**

**I GOAL**

**A. Narrative Summary**

**To Improve the health status of Palestinian people.**

**B. Objectively Verifiable Indicators**

**Health indices, number of active hospital beds/population, number and distribution of clinics.**

**C. Important Assumptions**

**Political/security situation does not deteriorate.**

**D. End of Project Status**

**Health conditions and the quality of life in the Territories have not improved since 1990. For details, the reader is referred to the health sector paper prepared in October 1992 by Policy Research Incorporated**

**II PURPOSE**

**A. Narrative Summary**

**To increase the pool of trained health manpower providing quality health services.**

**B. Objectively Verifiable Indicators**

**Number of trained health personnel, bed/clinic ratios, patient/staff ratios, patient and supervisor assessments, improved medical records, medical libraries in place and being utilized.**

**C. Important Assumptions**

**Health institutions remain open and can pay personnel. Training will improve quality of health services. Equipment is available and operational.**

**D. End of Project Status**

**Administrators and training participants report favorable impact at both individual and institutional levels. Interviews and visits confirm that training contributed to providing better quality health services. Bed/clinic and patient/staff ratios not necessarily affected by this size project. With nucleus of medical libraries in place, institutions considering need for "librarian".**

### **III OUTPUTS**

#### **A. Narrative Summary**

Trained health manpower developed through continuing education, US/regional training and faculty development.

#### **B. Objectively Verifiable Indicators**

Trainees complete programs, medical libraries purchased, CE program in place, research conducted.

#### **C. Important Assumptions**

Potential trainees available and motivated. Content specialists available.

#### **D. End of Project Status**

1223 persons trained: 969 locally, 84 in Egypt/Jordan, 153 in the US for short-term programs and 17 in the US for degree programs. A total of 73 local institutions sponsored a participants for AE-sponsored health training. Excellent needs assessment carried out for continuing education in nursing and used by AE for planning purposes. Continuing education has taken hold in Maqassed Hospital, reflecting the vision and commitment of its administrators. AE supported 10 health-related applied research grants and provided valuable technical assistance and consultant services, notably in emergency medicine and trauma management.

### **IV INPUTS**

AE staff, including those in DC, Cairo and Amman who help plan short-term and third country training.

\$4.2 million allocation for four years.

Consultants and technical assistance.

Material assistance, amounting to nearly \$100,000, primarily for educational materials and medical reference books.

**APPENDIX H:**  
**HRD.III PROGRAM BUDGET**

	Degree Programs	Technical Training	Local Training	Technical Assistance	Applied Research	Material Assistance	Sabbaticals Conferences	Certificates	TOTALS
<b>Year 5 - 1991/92</b>									
Faculty Development	\$484,000	\$150,000	\$80,000	\$75,000	\$80,000	\$75,000	\$97,000	\$0	\$1,061,000
Business/University	\$0	\$105,000	\$50,000	\$45,000	\$35,000	\$25,000	\$0	\$0	\$260,000
Institutional Development	\$190,000	\$150,000	\$30,000	\$20,000	\$15,000	\$8,500	\$25,000	\$0	\$438,500
Professional Development	\$228,000	\$161,000	\$15,000	\$15,000	\$20,000	\$7,500	\$40,000	\$0	\$486,500
Small Business Development	\$0	\$80,000	\$80,000	\$50,000	\$25,000	\$22,825	\$20,000	\$0	\$287,825
Health Manpower Development	\$266,000	\$320,000	\$120,000	\$155,000	\$80,000	\$210,051	\$30,000	\$200,000	\$1,361,051
Basic Education	\$0	\$0	\$85,000	\$80,000	\$0	\$20,000	\$0	\$0	\$185,000
E.S.L.	\$0	\$0	\$30,000	\$100,000	\$0	\$15,070	\$0	\$0	\$145,070
Subtotal	\$1,178,000	\$976,000	\$490,000	\$540,000	\$245,000	\$381,748	\$212,000	\$200,000	\$4,222,748
Administrative Costs:									\$892,053
Project Evaluation									\$45,000
<b>TOTAL:</b>									<b>\$5,259,799</b>
<b>Year 6 - 1992/93</b>									
Faculty Development	\$342,000	\$130,000	\$80,000	\$75,000	\$80,000	\$82,488	\$95,000	\$0	\$874,488
Business/University	\$0	\$105,000	\$50,000	\$30,000	\$30,000	\$29,097	\$0	\$0	\$244,097
Institutional Development	\$114,000	\$140,000	\$20,000	\$10,000	\$5,000	\$8,134	\$30,000	\$0	\$325,134
Professional Development	\$114,000	\$160,000	\$20,000	\$15,000	\$15,000	\$8,785	\$35,000	\$0	\$385,785
Small Business Development	\$0	\$90,000	\$80,000	\$40,000	\$20,000	\$15,000	\$20,000	\$0	\$265,000
Health Manpower Development	\$190,000	\$310,000	\$110,000	\$130,000	\$80,000	\$137,382	\$40,000	\$200,000	\$1,177,382
Basic Education	\$0	\$0	\$85,000	\$73,373	\$0	\$20,000	\$0	\$0	\$178,373
E.S.L.	\$0	\$0	\$30,000	\$100,000	\$0	\$10,000	\$0	\$0	\$140,000
Subtotal	\$760,000	\$935,000	\$475,000	\$473,373	\$220,000	\$286,864	\$220,000	\$200,000	\$3,570,237
Administrative Costs:									\$1,074,848
Project Evaluation									\$43,941
<b>TOTAL:</b>									<b>\$4,645,185</b>
<b>PROGRAM TOTAL:</b>	<b>\$3,588,476</b>	<b>\$4,023,891</b>	<b>\$1,283,284</b>	<b>\$1,197,449</b>	<b>\$584,898</b>	<b>\$842,183</b>	<b>\$815,585</b>		<b>\$12,888,743</b>
<b>ADMINISTRATIVE TOTAL:</b>									<b>\$4,853,432</b>
<b>EVALUATION TOTAL:</b>									<b>\$82,043</b>
<b>GRAND TOTAL:</b>									<b>\$17,414,218</b>
<b>SUMMARY:</b>									
Faculty Development	\$3,296,753								\$6,848,776
Business/University	\$821,877								
Institutional Development	\$1,272,710								\$17,414,218
Professional Development	\$1,734,888								\$17,414,218
Small Business Development	\$783,625								
Health Manpower Development	\$4,189,290								\$0
Basic Education	\$432,800								
E.S.L.	\$347,000								
Administration	\$4,853,432								
Project Evaluation	\$82,043								

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	Degree Programs	Technical Training	Local Training	Technical Assistance	Applied Research	Material Assistance	Sabbaticals Conferences	Certificate Programs	TOTALS
<b>Year 1 - 1987/88</b> *****									
Faculty Development	\$177,485	\$83,532	\$21,619	\$526	\$10,842	\$0	\$14,202	\$0	\$288,208
Business/University	\$0	\$250	\$0	\$0	\$0	\$0	\$0	\$0	\$250
Institutional Development	\$0	\$15,041	\$0	\$0	\$0	\$789	\$0	\$0	\$15,830
Professional Development	\$18,557	\$37,480	\$827	\$43	\$0	\$0	\$581	\$0	\$58,508
Small Business Development	\$0	\$4,489	\$0	\$0	\$0	\$7,958	\$0	\$0	\$12,427
Subtotal	\$187,042	\$120,782	\$22,446	\$569	\$10,842	\$8,747	\$14,783	\$0	\$375,221
Administrative Costs:									\$340,828
TOTAL:									\$715,848

<b>Year 2 - 1988/89</b> *****									
Faculty Development	\$152,600	\$123,393	\$0	\$0	\$19,300	\$4,278	\$28,754	\$0	\$328,523
Business/University	\$0	\$34,180	\$0	\$12,247	\$0	\$0	\$0	\$0	\$46,427
Institutional Development	\$75,751	\$100,572	\$0	\$5,183	\$0	\$5,444	\$1,882	\$0	\$188,912
Professional Development	\$122,885	\$122,278	\$16,877	\$25,188	\$5,800	\$1,113	\$48,845	\$0	\$360,894
Small Business Development	\$0	\$30,188	\$0	\$280	\$1,787	\$0	\$0	\$0	\$32,263
Subtotal	\$351,436	\$410,607	\$16,877	\$42,888	\$26,837	\$10,833	\$77,381	\$0	\$837,019
Administrative Costs:									\$489,954
TOTAL:									\$1,426,973

<b>Year 3 - 1989/90</b> *****									
Faculty Development	\$238,000	\$56,936	\$4,750	\$0	\$25,415	\$53	\$35,788	\$0	\$380,942
Business/University	\$0	\$49,828	\$0	\$0	\$0	\$0	\$0	\$0	\$49,828
Institutional Development	\$34,000	\$51,405	\$883	\$2,955	\$0	\$0	\$10,804	\$0	\$100,657
Professional Development	\$88,000	\$131,580	\$58,194	\$11,574	\$0	\$31,005	\$778	\$0	\$301,131
Small Business Development	\$0	\$39,477	\$2,500	\$12,202	\$5,652	\$0	\$0	\$0	\$59,831
Health Manpower Development	\$180,000	\$280,248	\$18,534	\$19,170	\$20,875	\$12,495	\$2,434	\$27,159	\$358,715
Subtotal	\$520,000	\$609,474	\$82,871	\$49,801	\$51,742	\$43,553	\$49,604	\$27,159	\$1,430,504
Administrative Costs:									\$728,989
Project Evaluation									\$2,644
TOTAL:									\$2,160,017

<b>Year 4 - 1990/91</b> *****									
Faculty Development	\$304,060	\$28,081	\$0	\$0	\$13,215	\$383	\$38,907	\$0	\$383,598
Business/University	\$0	\$20,842	\$0	\$0	\$0	\$133	\$0	\$0	\$21,075
Institutional Development	\$0	\$175,255	\$2,128	\$0	\$0	\$28,883	\$0	\$0	\$206,277
Professional Development	\$0	\$137,028	\$22,710	\$3,291	\$1,500	\$17,541	\$0	\$0	\$182,070
Small Business Development	\$10,000	\$28,847	\$33,818	\$11,391	\$1,500	\$925	\$0	\$0	\$106,479
Health Manpower Development	\$255,000	\$583,675	\$85,735	\$21,115	\$14,000	\$21,688	\$1,680	\$108,258	\$1,102,182
Basic Education	\$0	\$0	\$28,400	\$22,000	\$0	\$18,027	\$0	\$0	\$68,427
E.S.L.	\$0	\$0	\$2,200	\$38,821	\$0	\$22,808	\$0	\$0	\$61,830
Subtotal	\$569,060	\$871,628	\$185,990	\$64,718	\$30,215	\$110,420	\$41,567	\$108,258	\$2,133,018
Administrative Costs:									\$828,990
Project Evaluation									\$458
TOTAL:									\$2,962,454

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**APPENDIX I:**

**HRD III MATERIAL ASSISTANCE PROVIDED**

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# HRD III MATERIAL ASSISTANCE

Institution:		Materials Purchased:	\$ Value	Date
AMIDEAST-Small Business	WB	Books	\$37.08	05/03/91
AMIDEAST-Small Business	WB	Books	\$22.08	05/29/91
AMIDEAST-Small Business	WB	Books	\$31.23	05/29/91
AMIDEAST-Small Business	WB	Books	\$39.76	06/19/91
AMIDEAST-Small Business	WB	Books	\$16.68	07/23/91
AMIDEAST-Small Business	WB	Books	\$22.86	08/23/91
AMIDEAST-Small Business	WB	Books	\$49.52	09/10/91
AMIDEAST-Small Business	WB	Books	<u>\$222.50</u>	04/23/91
			\$441.71	
An Najah University	WB	Water Treatment Trng. Package	\$155.31	09/11/90
An Najah University	WB	Water Treatment Trng. Package	<u>\$855.00</u>	07/18/90
			\$1,010.31	
Augusta Victoria Hospital	WB	Medical Books	\$708.03	11/07/90
Augusta Victoria Hospital	WB	Medical Books	\$351.36	11/13/90
Augusta Victoria Hospital	WB	Medical Books	\$151.37	11/20/90
Augusta Victoria Hospital	WB	Medical Books	\$294.32	11/20/90
Augusta Victoria Hospital	WB	Medical Books	\$157.49	11/27/90
Augusta Victoria Hospital	WB	Medical Books	\$168.94	12/06/90
Augusta Victoria Hospital	WB	Medical Books	\$250.07	12/17/90
Augusta Victoria Hospital	WB	Medical Books	\$606.20	12/20/90
Augusta Victoria Hospital	WB	Medical Books	\$289.74	01/28/91
Augusta Victoria Hospital	WB	Medical Books	\$281.66	01/29/91
Augusta Victoria Hospital	WB	Medical Books	\$313.14	02/04/91
Augusta Victoria Hospital	WB	Medical Books	\$254.14	02/22/91
Augusta Victoria Hospital	WB	Medical Books	\$618.23	05/14/91
Augusta Victoria Hospital	WB	Medical Books	\$70.21	07/23/91
Augusta Victoria Hospital	WB	Medical Books	\$198.53	06/19/91
Augusta Victoria Hospital	WB	Medical Books	\$847.96	06/19/91
Augusta Victoria Hospital	WB	Medical Books	\$164.56	07/23/91
Augusta Victoria Hospital	WB	Medical Books	\$91.97	07/29/91
Augusta Victoria Hospital	WB	Medical Books	\$364.40	07/29/91
Augusta Victoria Hospital	WB	Medical Books	<u>\$27.27</u>	08/23/91
			\$3,572.32	
Basic Education	WB	Indv.Inst. Materials	\$18,000.00	05/11/91
Basic Education	WB	Educational Network	<u>\$23,600.00</u>	10/20/92
			\$41,600.00	

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Bethlehem University	WB	Science Resource Ctr.	\$1,326.24	04/09/90
Bethlehem University	WB	Science Resource Ctr.	\$12,433.00	04/09/90
Bethlehem University	WB	Science Resource Ctr.	\$1,711.86	06/13/90
Bethlehem University	WB	Science Resource Ctr.	\$431.30	08/09/90
Bethlehem University	WB	Science Resource Ctr.	<u>\$5,103.00</u>	04/09/90
			\$21,005.40	
Continuing Education/Health	WB	Medical Books	\$157.49	11/27/90
Continuing Education/Health	WB	Medical Books	\$28.00	03/25/91
Continuing Education/Health	WB	Medical Books	\$35.00	01/04/91
Continuing Education/Health	WB	Medical Books	<u>\$502.90</u>	03/26/91
			\$723.39	
Gaza ESL Program	Gaza	Books	\$1,633.96	08/17/92
Gaza ESL Program	Gaza	Books	\$2,595.42	08/17/92
Gaza ESL Program	Gaza	Books	\$769.65	08/17/92
Gaza ESL Program	Gaza	Books	\$756.29	08/17/92
Gaza ESL Program	Gaza	Books	\$600.86	08/31/92
Gaza ESL Program	Gaza	Books	\$24.94	09/14/92
Gaza ESL Program	Gaza	Books	\$21.11	11/04/92
Gaza ESL Program	Gaza	Books	\$77.60	11/30/92
Gaza ESL Program	Gaza	Books/Materials	\$1,024.00	10/21/91
Gaza ESL Program	Gaza	Books/Materials	\$2,295.76	09/09/91
Gaza ESL Program	Gaza	Books/Materials	\$15.00	10/28/91
Gaza ESL Program	Gaza	Books/Materials	\$962.85	04/05/91
Gaza ESL Program	Gaza	Books/Materials	<u>\$962.85</u>	04/05/91
			\$11,740.29	
Ittihad Hospital	WB	Medical Books	\$537.61	11/13/90
Ittihad Hospital	WB	Medical Books	\$157.35	11/13/90
Ittihad Hospital	WB	Medical Books	\$489.12	11/20/90
Ittihad Hospital	WB	Medical Books	\$179.48	11/20/90
Ittihad Hospital	WB	Medical Books	\$215.94	12/17/90
Ittihad Hospital	WB	Medical Books	\$300.19	12/20/90
Ittihad Hospital	WB	Medical Books	<u>\$410.86</u>	01/28/91
			\$2,290.55	
Jerusalem ESL Program	WB	Books	\$1,133.48	01/09/93
Jerusalem ESL Program	WB	Books	\$25.48	02/12/93
Jerusalem ESL Program	WB	Books	\$21.76	02/12/93
Jerusalem ESL Program	WB	Books	<u>\$35.23</u>	02/17/93
			\$1,215.95	

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Makassed Hospital	WB	Medical Books	\$656.42	12/18/89
Makassed Hospital	WB	Medical Books	\$266.63	12/18/89
Makassed Hospital	WB	Medical Books	\$321.79	12/18/89
Makassed Hospital	WB	Medical Books	\$238.14	12/20/89
Makassed Hospital	WB	Medical Books	\$162.38	02/21/90
Makassed Hospital	WB	Medical Books	\$980.71	02/21/90
Makassed Hospital	WB	Medical Books	\$976.14	02/21/90
Makassed Hospital	WB	Medical Books	\$264.80	04/11/90
Makassed Hospital	WB	Medical Books	\$982.43	04/11/90
Makassed Hospital	WB	Medical Books	\$425.73	06/01/90
Makassed Hospital	WB	Medical Books	\$151.11	06/06/90
Makassed Hospital	WB	Medical Books	\$265.26	11/07/90
Makassed Hospital	WB	Medical Books	\$679.18	05/29/90
Makassed Hospital	WB	Medical Books	\$208.91	06/28/90
Makassed Hospital	WB	Medical Books	\$929.31	07/17/90
Makassed Hospital	WB	Medical Books	\$188.87	08/15/90
Makassed Hospital	WB	Medical Books	\$414.92	10/25/90
Makassed Hospital	WB	Medical Books	\$1,438.31	01/09/93
Makassed Hospital	WB	Medical Books	\$1,247.13	02/12/93
Makassed Hospital	WB	Medical Books	\$3,671.22	02/12/93
Makassed Hospital	WB	Medical Books	\$1,274.22	02/12/93
Makassed Hospital	WB	Medical Books	\$357.85	02/16/93
Makassed Hospital	WB	Medical Books	\$302.57	02/12/93
Makassed Hospital	WB	Medical Books	\$708.85	02/12/93
Makassed Hospital	WB	Medical Books	<u>\$115.00</u>	11/16/92
			\$17,227.88	

Multiple Beneficiaries/Health	WB	ACLS Course Materials	\$1,300.00	05/02/89
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$4,089.50	08/06/91
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$88.40	10/22/91
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$2,946.75	08/06/91
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$53.90	10/22/91
Multiple Beneficiaries/Health	WB	EMT Course Books	\$2,600.67	06/11/92
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$1,796.75	10/22/91
Multiple Beneficiaries/Health	WB	BCLS/ACLS Arrhythmia Tutor	\$392.98	05/02/89
Multiple Beneficiaries/Health	WB	BCLS/ACLS Course Materials	\$1,027.05	07/09/92
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$5,431.60	10/15/91
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$74.85	10/15/91
Multiple Beneficiaries/Health	WB	EMT Course Materials	\$9,916.00	08/26/91
Multiple Beneficiaries/Health	WB	BCLS/ACLS Course Materials	\$12,969.00	07/15/92
Multiple Beneficiaries/Health	WB	BCLS/ACLS Course Materials	\$5,598.35	07/09/92
Multiple Beneficiaries/Health	WB	EMT Videos	\$62.39	03/02/92

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Multiple Beneficiaries/Health WB	EMT Videos	\$148.09	10/24/92
Multiple Beneficiaries/Health WB	PALS/ATM/NRP Course Materials	\$3,838.88	08/13/90
Multiple Beneficiaries/Health WB	BCLS/ACLS Course Materials	\$617.33	10/16/92
Multiple Beneficiaries/Health WB	NRP Provider Manuals	\$100.00	02/06/92
Multiple Beneficiaries/Health WB	EMT Course Materials	\$2,546.55	08/06/91
Multiple Beneficiaries/Health WB	EMT Videos	<u>\$167.90</u>	07/09/92
		\$55,766.94	
PFS-Hebron	WB Medical Books	<u>\$115.00</u>	11/16/92
		\$115.00	
PFS-Jenin	WB Medical Books	\$96.85	11/28/90
PFS-Jenin	WB Journal Subscription	<u>\$33.97</u>	11/28/90
		\$130.82	
RCS-Gaza	Gaza Medical Books	\$24.42	04/16/91
RCS-Gaza	Gaza Medical Books	\$696.10	04/22/91
RCS-Gaza	Gaza Medical Books	\$131.85	05/03/91
RCS-Gaza	Gaza Medical Books	\$13.22	05/29/91
RCS-Gaza	Gaza Medical Books	\$101.80	06/19/91
RCS-Gaza	Gaza Medical Books	\$29.39	06/19/91
RCS-Gaza	Gaza Medical Books	<u>\$66.27</u>	12/12/91
		\$1,063.05	
St. Joseph's Hospital	WB Medical Books	\$604.05	08/23/91
St. Joseph's Hospital	WB Medical Books	<u>\$19.80</u>	12/12/91
		\$623.85	
St. Luke's Hospital	WB Medical Books	\$496.18	05/21/90
St. Luke's Hospital	WB Medical Books	\$284.06	05/29/90
St. Luke's Hospital	WB Medical Books	\$1,008.89	05/29/90
St. Luke's Hospital	WB Medical Books	\$148.40	06/01/90
St. Luke's Hospital	WB Medical Books	\$141.43	06/06/90
St. Luke's Hospital	WB Medical Books	\$38.38	11/07/90
St. Luke's Hospital	WB Medical Books	\$1,837.26	06/28/90
St. Luke's Hospital	WB Medical Books	\$124.32	07/07/90
St. Luke's Hospital	WB Medical Books	\$578.42	07/17/90
St. Luke's Hospital	WB Medical Books	\$63.57	12/06/90
St. Luke's Hospital	WB Medical Books	\$49.64	12/20/90
St. Luke's Hospital	WB Medical Books	<u>\$52.40</u>	01/29/91
		\$4,822.95	

Turbo	WB	Course Supplies/Illustrators	\$2,576.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$864.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$4,000.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$1,291.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$2,584.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$312.00	09/01/90
Turbo	WB	Books/Illustrators Course	\$1,130.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$2,640.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$9,442.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$1,930.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	\$2,900.00	09/01/90
Turbo	WB	Course Supplies/Illustrators	<u>\$1,300.00</u>	09/01/90
			\$30,969.00	

UPMRC	WB	Medical Books	\$696.26	04/15/91
UPMRC	WB	Medical Books	\$482.43	02/04/91
UPMRC	WB	Medical Books	\$442.40	03/15/91
UPMRC	WB	Medical Books	\$36.80	04/16/91
UPMRC	WB	Medical Books	\$84.24	08/06/91
UPMRC	WB	Medical Books	\$55.31	05/29/91
UPMRC	WB	Medical Books	\$29.64	06/19/91
UPMRC	WB	Medical Books	\$11.99	06/19/91
UPMRC	WB	Journal Subscription	\$442.00	03/04/91
UPMRC	WB	Journal Subscription	\$198.00	12/22/92
UPMRC	WB	Journal Subscription	\$360.00	03/04/91
UPMRC	WB	Journal Subscription	\$67.00	03/04/91
UPMRC	WB	Journal Subscription	\$112.35	03/04/91
UPMRC	WB	Journal Subscription	\$97.00	05/14/91
UPMRC	WB	Journal Subscription	\$378.00	03/04/91
UPMRC	WB	Journal Subscription	<u>\$441.00</u>	03/04/91
			\$3,934.42	

GRAND TOTAL:  
(AS OF 02/18/92)

\$181,079.85

**APPENDIX J:**

**HRD III APPLIED RESEARCH TOPICS**

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**NDP III  
APPLIED RESEARCH**

<b>TITLE</b>	<b>RESEARCHER</b>	<b>SPONSOR</b>	<b>STATUS</b>
**Assessing the value of animal manure as a means of economically increasing the availability of iron in agriculture fields."	Dr. Alfred Abed Rub	Beth.U. 07/91	IP
**Survey of weed problems in field crops in the WI and Gaza."	Dr. Mohammed Eager	An-Najah 11/87	IP
**Antisperm/body detection in Sera of infertile men and women in the WI."	Dr. Musa Aqtum	An-Najah 09/91	IP
**Drug industry in the WI"	Dr. Suleiman Khalil	An-Najah 08/89	IP
**Wind Energy Evaluation for potential areas in the WI."	Prs.Mutasim Baba Kamal Rashid Zuhair Qattawi	An-Najah 09/91	IP
**Bibliography of Palestinian Authors: Index of literary and cultural texts in the daily Newspaper Falastin."	Dr. Qustandi Shomaly	Beth.U. 06/91	IP
**Haemoglobinopathics in the WI area."	Dr. Nael Abu Hasan	An-Najah 08/89	IP
**Conserving the Historic Buildings in Hebron."	Ghassan Dwaik	HTEC 02/92	DONE
**Masterpieces in the Islamic Museum of Al Harem Al Sharif."	Dr. Marwan Abu Khalaf	Hebron U. 08/90	DONE
**Investigation of Reattachment of Turbulent flow over surface discontinuities."	Dr. Hani Nijim	BZU 11/89	IP
**Evaluation of the extent of exposure of farm workers to Organophosphate pesticides in the Jordan Valley, WI."	Dr. Ramzi Sansur	BZU 09/87	DONE

<b>**Administration and organization in an unstable environment."</b>	<b>Dr. Usam Shahwan</b>	<b>An-Najah 06/91</b>	<b>IP</b>
<b>**Strategy for Occupational Safety in the WI."</b>	<b>Dr. Mufeed Shami</b>	<b>An-Najah 09/87</b>	<b>?</b>
<b>**The effect of language of instruction on students' performance."</b>	<b>Dr. Gabi Rabil</b>	<b>Beth.U. 09/87</b>	<b>?</b>
<b>**Organizational stresses on teachers in the WI."</b>	<b>Dr. Shed Assaf Dr. Ahmad Jaber</b>	<b>07/91 An-Najah</b>	<b>DONE</b>
<b>**Irrigation using sewage water and its effect on the growth and poisoning of the irrigated plants."</b>	<b>Dr. Radi Salim Dr. M.AL Subu</b>	<b>An-Najah 10/91</b>	<b>DONE</b>
<b>**Measurement of the Global Solar Irradiance of Bethlehem city."</b>	<b>Dr. Hanna Hallak</b>	<b>Beth.U. 07/91</b>	<b>DONE</b>
<b>**Wastewater treatment plan laboratory unit."</b>	<b>Dr. Marwan Haddad</b>	<b>An-Najah 10/89</b>	<b>DONE</b>
<b>**Analysis of traffic problems and evaluation of solution alternatives for urban areas of the WI And Gaza."</b>	<b>Sameer Abu Eiseh</b>	<b>An-Najah 1989</b>	<b>DONE</b>
<b>**The prevalence rate of Entamoeba Histolytic infection in the WI."</b>	<b>Dr. Mohamad Othman</b>	<b>An-Najah 06/88</b>	<b>?</b>
<b>**Reference intervals for some Blood parameters in the WI."</b>	<b>Dr. Samir Khatib</b>	<b>ACMP 01/88</b>	<b>IP</b>
<b>**Raising rabbits for meat production."</b>	<b>Dr. Adnan Shqueir</b>	<b>Beth.U. 08/89</b>	<b>DONE</b>
<b>**A need Assessment for sheltered workshops for the mentally handicapped adults(16-18 years and above) in the WI."</b>	<b>Dr. Violet Fasheh</b>	<b>Beth.U. 08/89</b>	<b>DONE</b>
<b>**English language teaching survey of the WI."</b>	<b>Dr. Hanna Tushish</b>	<b>An-Najah 12/89</b>	<b>DONE</b>

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<b>**The applicability of WI and Gaza strip minerals in the production of Ceramics."</b>	<b>Basim Dudeen</b>	<b>HTEC/HUGU</b>	<b>DONE</b>
<b>**Rehabilitation of the Old City of Hebron."</b>	<b>Mr. Ghassan Dweik</b>	<b>HTEC/HUGU</b>	<b>?</b>
<b>**Creating a data base to monitor the quality of the drinking water in the Bethlehem District."</b>	<b>Dr. Alfred Abed Rabbo</b>	<b>Beth.U. 08/89</b>	<b>DONE</b>
<b>**Bi Lingual Dictionary."</b>	<b>Fayez Wehadi</b>	<b>GAZA</b>	<b>IP</b>
<b>**A Book on women's issues."</b>	<b>Arab Thought Forum</b>	<b>Gaza</b>	<b>DONE</b>

**HEALTH**

*"Determination of Cord Blood levels of IgG & IgM specific toxoplasmosis Antibody by Elisa Techniques."	Dr. Annie Dudin Dr. Ghalib Zughayar	Makassed 08/89	DONE
*"Survey of Cerebrovascular Disease at Makassed Hospital."	Dr. Lina Nashef	Makassed 01/89	DONE
*"Hepatitis B Serology among Palestinian Population."	Dr. Amin ThALGI Dr. Lina Nashef	Makassed 08/89	DONE
*"Profile of Intifada Injuries treated at Makassed Hospital."	Dr. Rustum Namari	Makassed 09/91	IP
*"Determination Of Thalassemia Traits incidence among Palestinian Population with low MCV."	Dr. Anwar Dudin	Makassed 03/89	DONE
*"Monitoring and screening the quality of the drinking water in the WI and Gaza."	Brother Andrew Winka	Beth.U. 08/91	IP
*"Screening of Palestinian Population in the WI for Beta-Thalassemia trait."	Mr. Khalid Younis	ACMP 02/92	DONE

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## **APPENDIX K**

**To:** Richard Marrash/Management Systems International  
**FROM:** Basil Eleiwa/AMIDEAST/GAZA  
**DATE:** March 11, 1993

**SUBJECT:** Union of Industrialists of the Gaza Strip (CASE STUDY)

Dear Richard:

Reference to our discussion yesterday, please find here the information you requested about the Union of Industrialists of the Gaza Strip.

### **A) The Union:**

The foundation of the Union came as a result of a hard work of a group of Palestinian Industrialists in the Gaza Strip that has started in 1986. The Israeli authorities have finally approved the request and granted the permission to the Union in December 1990.

Representing more than 500 industrialists in the Gaza Strip, the Union seeks to improve and develop the industrial sector by providing assistance, consultation and protection to the local industrialists in the area.

### **B) The Union's relation with AMIDEAST:**

When the Union contacted AMIDEAST at the very beginning, they sought all kinds of support including requests to purchase furniture, equipment, .. etc. Although the Union has identified a number of objectives that people at the Union would like to achieve, they hardly had any idea about how to achieve these objectives.

After receiving their first request, AMIDEAST staff called for a meeting with the Union's board to discuss their various requests submitted to AMIDEAST. Consultancy about how to straighten out the Union's priorities was provided in that meeting. Explanation of AMIDEAST's activities was also provided.

After organizing their first industrial fair, the Union gained more credibility and respect not only of its own members, but of most local and international organizations working in the area. Only at that point, the Union started working on achieving their objectives.

Immediately following the fair, the Union submitted a proposal to establish a computer database on the industrial sector in the Gaza Strip. After evaluating the proposal, and making all the necessary investigations, AMIDEAST approved two of the three phases of the project, i.e., the actual data collection and processing and the statistical reports, leaving the third; the industrial directory, for the members to handle.

AMIDEAST found it as a golden opportunity to be more exposed to the business community and especially the training needs in this sector, that it included a number of questions to the designed questionnaire. This provided AMIDEAST with guidelines that helped in preparing a number of activities later.

Using the first few outputs of the database, AMIDEAST arranged for a training seminar in "how to start a business". AMIDEAST included two of the Union's staff in that seminar aiming at increasing their training skills to be able to conduct training programs on their own later.

AMIDEAST continued its coordination with the Union and provided its board with assistance in planning for the achievement of the Union's objectives.

**C) The Union's current status:**

Currently, the Union has a staff of four professionals and three support staff. They have submitted a request to AMIDEAST seeking assistance in establishing a Technical Resource Center through which the Union seeks to provide technical information related to industry and machineries to the owners of the factories. They are industry and machineries to the owners of the factories. They are also preparing for a General Maintenance Program through which maintenance services will be provided to a wide variety of industrial plants. For this purpose, they will hire maintenance engineers and technicians that will not only provide maintenance services, but will train technicians in the industrial plants especially in the field of preventive maintenance.

AMIDEAST seeks to support the building of this institution and its programs hoping to create a local institution that enjoys the capabilities of assessing training needs and fulfilling them through their own programs.

Hope that this answers your request. Please let me know if you have any further requests.

Best regards,

Basil

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## **APPENDIX L: SUMMARY OF EVALUATION RECOMMENDATIONS**

### **Education**

1. AMIDEAST needs to reassess and develop a follow-up program to address the current training needs of faculties and departments which have had to hire new staff to fill slots vacated through attrition.
2. AMIDEAST should continue the progress made with the universities through Faculty Development, and support the emergence of new disciplines such as public health and public administration. There exists a widely acknowledged need for university-level training in public administration, an observation which was made during the mid-term evaluation of HRD III, and which is still valid today. The revival of peace talks and the prospects for a Palestinian Interim Self-Governing Authority (PISGA) have sparked yet further interest in building a local capacity to provide training in public administration and other public sector services.
3. AMIDEAST should further capitalize on the momentum achieved by the new university-based training centers (the Business Development Center in Bethlehem and the Continuing Education Department in Birzeit) by making them into instruments of local development. This can be achieved by AMIDEAST maximizing their involvement with these centers, and partnering with them to conduct training locally.
4. AMIDEAST should continue encouragement of innovative programs for primary and secondary education with a moderate amount of support. This program should later be expanded to include government schools once the occupation forces no longer control them, and a Palestinian Ministry of Education is established. In the meantime, AMIDEAST should continue its program of innovation and experimentation with private schools, laying the groundwork for an expanded and refined program in future.

### **Health**

1. AMIDEAST should sponsor more on-site training that utilizes technical experts who specialize in priority clinical and health care areas. EMS training that was provided by the University of Iowa is an excellent example and model approach for future programming.
2. AMIDEAST should use its training resources and services to help leverage changes in the attitudes and supervision practices of senior management personnel within the health institutions it is serving. For example, many institutions are requesting additional training services, and AMIDEAST could condition the delivery of this training upon demonstrated changes in staff development policies and plans. With AMIDEAST assistance, staff development plans also could be periodically reviewed and updated to keep pace with the enhanced skills of staff and administrators.

3. Because of its positive contribution, U.S. training should remain an important part of the Grant's health component; it serves both the need for higher professional education and for enhanced skill levels among professionals in nursing administration and hospital management.
4. Medical and health care research efforts should be continued in areas where the potential for impact can be ascertained, such as the work done by Dr. Naela Ayed's in studying the need for continuing education for nurses.
5. Material assistance to improve the services offered by medical libraries and other health information resources has been cost effective, and should be continued.
6. In order to further promote attitudinal changes and to foster institutional strengthening among the hospitals and clinics, AMIDEAST should explore ways to stimulate innovative thinking and information sharing by creating inter-organizational networks among the university-based nurses training programs and the health institutions.

### **Small Business Development**

1. AMIDEAST's success in strengthening intermediary institutions -- including universities, NAFID, the Rosary Sisters, the Union of Industrialists in Gaza -- to provide training services to the business sector should be extended to include other institutions.
2. AMIDEAST needs to establish a mechanism for obtaining feedback on: a) how training has been put to use in the enterprise; and, b) how the enterprises and its employees have benefited from the training (improvements in operations, incomes, profits, etc.). This feedback will assist AMIDEAST and the intermediary institutions it supports in planning and refining their training services for the small business sector. (AMIDEAST should refer to the work done by Michigan State University in sampling and surveying the small business sectors of developing countries.)
3. The evaluation Team agrees with AMIDEAST's decision to phase out computer training in most locations (AMIDEAST reports that this training is being provided by them only in Gaza at present), but because of the high demand for this type of skill, AMIDEAST should work with intermediary institutions -- or perhaps even businesses -- in an attempt to make the training services self-financing through fees.
4. Training should be prioritized based on the industries having the largest potential for employment impact; an example is the work done by AMIDEAST in the textiles industry. To help in identifying these industries, AMIDEAST should refer to work done under the GEMINI Project (AID/PRE/SMIE) on how to design and carry-out sub-sector analysis.
5. As a corollary to the previous point, AMIDEAST needs to proceed cautiously in expanding the portfolio of businesses and sectors it supports to ensure that it continues to

work effectively as a provider of training for which a) there exists a demand, and b) there exists an institution which can be developed to the point of being able to provide ongoing services after the Grant is concluded.

### **Nongovernmental Organizations**

1. The Team suggests that AMIDEAST's assistance to NGOs not be handled as a separate programmatic component, but rather that it be integrated into ongoing training in the core sectors (health, small business, etc.). This will help in several ways by: providing a better definition of priorities; establishing the basis for targeting training activities that will have potentially high impact in key sectors; and, streamlining the management process for planning and monitoring support to NGOs.

### **Municipalities**

AMIDEAST should de-emphasize this training component pending the outcome of autonomy discussions, at which point the project will need to better define a role for itself vis-a-vis the municipalities. While municipalities all have very fundamental needs for training along a wide spectrum of categories, AMIDEAST should find ways to conserve, or at a minimum better target, its training resources until the time is better suited for such intervention.

AMIDEAST's contention has been that because municipal civil servants have an almost complete lack of understanding about management, any minimal training has the potential for yielding great benefits. AMIDEAST further reports that the need to build trust and credibility makes the process of implementing a training program for municipalities long and arduous.

For these reasons, they have elected to begin small with the hopes and plans of expanding into more critical areas over time. Because of the need for training in other areas, and the potential for achieving results, the Team, however, feels that resources instead should be directed into those areas. When the future of the municipalities becomes clearer, AMIDEAST should reassess its role towards them and present AID with a well-designed proposal for additional funding, as was done in the case of the Health Manpower Development component.

### **English as a Second Language**

1. If AMIDEAST's purpose is to develop a local capacity to deliver ESL training, then its needs to be more explicit about what it will do to bring this about, identify what institutions it will work with, and how. AMIDEAST offers two different rationales for the ESL program. According to the grant, the ESL program is on equal footing with Small Business Development and Health components (each is a separate project component with its own purpose.) On the other hand, ESL is described as an input to the overall program namely, equipping trainees with critical language skills to enhance them professionally.

2. Given the expanding scope of this program, AMIDEAST may consider making the Coordinator position full-time. The Gaza staff have been so busy teaching that they have been unable to work on the monitoring and evaluation needs of the program. In this connection, the Coordinator (which is currently a part-time position) plays a vital role in this area.

3. In spite of the problems it has had with other local institutions, AMIDEAST should give priority to identifying and developing local institutions which can deliver ESL courses. Potential partners might include: the Hebron University Graduates Union; Ibrahimiyya College; Al-Najah University; and, Birzeit University's Continuing Education Department. AMIDEAST should develop a strategy which assigns these groups a key role in implementing the ESL program objectives. This might include assigning staff to them and encouraging them to plan the courses in consultation with AMIDEAST. AMIDEAST might retain responsibility for measuring program impact, such as participants' use of English and the benefit of training to the institutions.

4. The effect of charging higher fees should be assessed, with the objective of implementing a cost structure which will enhance the program's self-sustainability. The cost of tuition should be established in relation to other similar courses, but probably should not be as high as the British Council. To encourage institutional commitment, AMIDEAST may require that institutions and participants share the cost of ESL courses.

5. Institute utilization-based program evaluation. Develop a methodology that enables AMIDEAST to measure program impact, paying particular attention to participants' use of English after completing the course. The staff should consider using rapid, low-cost methods of data collection, such as focus group discussions and structured interviews with randomly-selected participants one year after their training is completed. The evaluation should be external (Palestinian) and not involve ESL staff.